

2019-2021

UNIVERSITY of WISCONSIN

Superior

Graduate

CATALOG

**BE
SUPERIOR**

WISUPER.EDU



UW-SUPERIOR



Graduate Studies	3
Graduate Course Descriptions	8
List of Graduate Programs	42
Academic Policies and Procedures	43
Academic Programs	47
. . . . Counseling	48
. . . . Cybersecurity	51
. . . . Data Science	53
. . . . Educational Administration	55
. . . . Health and Wellness Management	60
. . . . Information Technology Management	62
. . . . Instruction Program	64
. . . . Special Education Program	66
. . . . Sustainable Management	69
Academic Departments	71
. . . . Department of Education	72
. . . . Health and Human Performance	86
. . . . Human Behavior, Justice and Diversity	90
. . . . Mathematics and Computer Science	92
. . . . Music	98
. . . . Natural Sciences	100
. . . . School of Business and Economics	102
. . . . Social Inquiry	109
. . . . Visual Arts	110
. . . . World Languages, Literatures and Cultures	114
. . . . Writing and Library Science	115
Academic Areas	118
. . . . Center for Continuing Education	119
. . . . First Year Seminar Courses	122
. . . . High Impact Practices	123
. . . . Research	125
. . . . University Studies	130
Athletics, Security, Technology	134
. . . . Campus Security	135
. . . . Technology Services	136
. . . . Yellowjacket Athletics	138
Campus Life	141
. . . . Dean of Students Office	142
. . . . Department of Student Involvement	143
. . . . Equity, Diversity, and Inclusion	145
. . . . New Student and Family Programs	147
. . . . Recreation	148
. . . . Residence Life	150
. . . . Student Government	152
. . . . Well-Being, Health, and Counseling	153
. . . . Yellowjacket Union	154
Faculty, Staff, Administration	156
. . . . Alumni Association	157
. . . . Emeriti Faculty and Staff	158
. . . . Faculty and Staff Directory	160
. . . . Foundation	161
. . . . UW System and UW-Superior Administrators	162
General University Information	165
. . . . Assessment	166
. . . . Education Options	167
. . . . Force of Publication	168
. . . . Graduate Studies Disclaimer	169
. . . . History of UW-Superior	170

. . . . Introduction	171
Governance, Accreditation and Approved Programs, Laws	172
. . . . Accreditations	173
. . . . Laws	174
. . . . UW System	176
Student Services	177
. . . . Admissions	178
. . . . Career Services	182
. . . . Cashier (Bursar)	184
. . . . Center for Academic Advising	189
. . . . Educational Success Center	193
. . . . Financial Aid	196
. . . . Office of International Programs	199
. . . . Online Learning	201
. . . . Registrar	204
. . . . Writing Center	227
Addendum	228

Graduate Studies

- [Mission Statement](#)
- [Graduate Degrees Offered](#)
- [Certification in Professional Education](#)
- [Faculty and Governance](#)
- [Admission Requirements](#)
- [Graduate Program Plan of Study](#)
- [Student Responsibility](#)
- [Graduation Requirements](#)
- [Academic Progress](#)
- [Financial Aid Opportunities](#)
- [Graduate Studies Contact Information](#)

Mission Statement

Grounded in professional excellence, University of Wisconsin-Superior [Graduate Programs](#) foster scholarly reflection and growth within a liberal arts tradition.

Graduate Degrees Offered

See [Graduate Studies Degrees](#).

Certification in Professional Education

Individuals seeking UW-Superior approval for certification in professional education through the graduate programs must apply for admission and must also submit a copy of their current professional educator license.

There are no conditional admissions to graduate education licensure programs.

Admission to a professional educator certification program, either as part of a degree program or separately from a degree program, may be denied or withdrawn if there is evidence that the applicant does not meet the standards, as defined by Chapter PI 34 of the Wisconsin Administrative Code for the Department of Public Instruction regarding conduct which may endanger the health, welfare, safety or education of any pupil.

Certification for educational licensure is subject to change based on licensing requirements of the [Wisconsin Department of Public Instruction](#). The online catalog maintains the most up-to-date certification requirements.

Faculty and Governance

Graduate Faculty

The Graduate Faculty is the community of scholars responsible for creating the academic climate for graduate study by teaching graduate courses, stimulating and conducting research, and advising individual graduate students. The Graduate Faculty serves as the legislative body for the graduate programs, acting within the limits of policies of the State of Wisconsin and the [University of Wisconsin System Board of Regents](#). Members of the Graduate Faculty are identified in the faculty and staff section of this catalog.

Graduate Council

The [Graduate Council](#) is a council of the UW-Superior [Faculty Senate](#). The Graduate Council is the policy-making body for graduate studies and acts for the Graduate Faculty in the operation of the graduate programs. The Graduate Council is responsible to the Graduate Faculty, and includes as members one representative with full graduate faculty status from each graduate degree program, a secretary elected from and by the Graduate Faculty, and the Dean of Graduate Studies.

Admission Requirements

1. Submit a completed application online. Applications may be found at www.uwsuper.edu/admissions or <https://apply.wisconsin.edu>.
2. Request official transcripts of all previous undergraduate and graduate work. The Board of Regents of the University of Wisconsin System, Institution 228

- previously attended.
3. Remit a nonrefundable application fee to the University of Wisconsin-Superior.
 4. Submit other application materials required by specific programs as identified in the following individual program descriptions.

All application forms and transcripts should be submitted in advance of registration to ensure time for processing. Recommended dates for submission of application materials are April 1 for summer or fall terms and October 15 for the spring term. Students will be admitted under the policies of the current General Catalog. Any student who applies and is admitted but does not attend the university within a one-year period must reapply for admission and must comply with the admission requirements of the then-current university catalog.

Decisions relating to admission are governed by university policy and administered by the Dean of Graduate Studies. Admission to a specific graduate program rests with the faculty advisors and departments.

Unconditional Admission

A student admitted unconditionally to a graduate degree program must meet both the requirements of the individual graduate program and the following Graduate Studies requirements:

1. The applicant holds a baccalaureate degree from an accredited college or university.
2. An undergraduate grade point average of at least 2.75/4.00 or a 2.90/4.00 grade point average in the last half of the undergraduate program. Undergraduate and graduate work from all colleges attended will be considered.
3. An undergraduate major or equivalent evidence of suitable background for entering the chosen program.
4. Evidence of proficiency in written and oral English language skills.
5. Other application material required by individual programs.

Conditional Admission

An applicant desiring to pursue a degree but not meeting one or more of the requirements for unconditional admission may be granted conditional admission if all of the following are met:

1. The applicant holds a baccalaureate degree from an accredited college or university.
2. The applicant has a grade point average greater than 2.50/4.00. Undergraduate and graduate coursework from all colleges will be considered.
3. The graduate program to which application has been made has approved the conditional admission. Additional probationary components may be required by individual graduate programs. There are no conditional admissions to graduate education licensure programs.
4. Conditionally admitted graduate students may be admitted unconditionally when the student, with faculty advisor approval, petitions the Graduate Council with substantial evidence that the student has the potential for doing satisfactory graduate work. Such evidence may include:
5. A grade point average of 3.00/4.00 or better average in the first nine semester hours of graduate work selected by the faculty advisor (work may count toward degree).
6. Other evidence as deemed important by the faculty advisor.

Any student, who has not become eligible for unconditional admission by the time nine semester hours of work have been completed, will be denied enrollment in graduate studies.

Special Graduate Status

Students enrolling with Special Graduate Status are students who do not wish to formally pursue a degree or certification from the University of Wisconsin-Superior. This status is reserved for people who want to enroll in graduate courses for other reasons, for example, to earn continuing education, professional development plan (PDP) credits, etc.

A potential Special Graduate Status student may be allowed to enroll in graduate courses under this status if:

1. The applicant holds a baccalaureate degree from an accredited college or university as evidenced by an official transcript.
2. The applicant does not wish to pursue a degree or certification program at this university at this time.
3. Although the applicant will submit an online application (<https://apply.wisconsin.edu>), applicants for Special Graduate Status are not required to pay an application fee.
4. Students enrolled as Special Graduate Students are not eligible for financial assistance.

If the student with Special Graduate Status decides to pursue a degree or a certification from the UW-Superior, a maximum of nine semester credits taken as a special student may be applied to that degree or certification program. The student will need to fulfill the admission requirements for the particular degree or certification program, pay the application fee, and understand that all other graduate admission conditions apply.

International Student Admission

Qualified international students are welcome to enroll in graduate degree programs at UW-Superior. **NOTE:** International students who intend to enroll in a UW-Superior graduate program in F-1 student status are eligible to apply for the [Guidance and Counseling](#) graduate programs only. To be admitted, the following information must be submitted to the Graduate Studies Office:

1. A completed online Graduate Studies Application for Admission form, found at <https://apply.wisconsin.edu>.
2. A non-refundable application fee.
3. Official copies (with literal English translation) of academic credentials (grade reports, transcripts or mark sheets) from secondary school (high school) and any postsecondary (college, university, institute) coursework.
4. A statement or certificate indicating English language proficiency. A score of 550 (paper-based), 213 (computer-based), 79 (internet-based) on the Test of English as a Foreign Language (TOEFL) is recommended. Specific departments may require higher scores and may also require the Test of Spoken English (TSE). If a department has different expectations, the desired level of proficiency will be noted in the graduate program descriptions of that department. Any deviation from these standards must be approved in advance by the appropriate program coordinator and the Dean of Graduate Studies. Students who have not met the English proficiency requirement may apply for conditional admission.
5. Documentation of sufficient financial support to live and study full time at UW-Superior. Financial verification is required before the university will issue the U. S. government form, Form I-20, necessary to obtain an F-1 student visa or to transfer from another U. S. institution.

International graduate students may be awarded a partial nonresident tuition waiver. Information regarding nonresident tuition waivers is available at <https://www.uwsuper.edu/admissions/cost/ntw.cfm>.

Conditional Admission of International Students

International graduate studies applicants, who satisfy all admission requirements except the English proficiency requirement, may be considered for conditional admission. Conditionally admitted students will be eligible to enroll in a graduate program unconditionally after they have met the English proficiency requirement for UW-Superior graduate students through achieving one of the following.

1. Minimum TOEFL iBT score: 79
2. Minimum TOEFL PBT score: 550
3. Minimum IELTS score: 6.5
4. Successful completion of the English as a Second Language International (ESLI) advanced level with a recommendation of the ESLI director.
5. Earning a score of 550 TOEFL and 3+ on the Test of Written English at the Global Language Institute (GLI).
6. Successful completion of Wisconsin English as a Second Language Institute (WESLI) 700 level, with score of 76 on the Michigan Test of English Language Proficiency.
7. Successful completion of Level 112 at an ELS Language Center.
8. Successful completion of the Madison English as a Second Language School (MESLS) advanced level.

Students may submit information from one of the language institutes noted above at the time of their admission to Graduate Studies. Students, who satisfy the requirement at one of the language institutes indicated above, may also be required to take the UW-Superior English as a Second Language (ESL) placement test prior to their first semester enrolled at UW-Superior and may be required to take an appropriate combination of ESL and graduate classes during their first semester at UW-Superior. There are no conditional admissions to graduate education licensure programs.

Graduate Program Plan of Study

Assignment of a graduate advisor is made by the program coordinator of the program to which the graduate student is admitted at the time of admission. The graduate faculty advisor will work with the student to design a Plan of Study and may supervise the thesis, project, or writing requirement. The student's Plan of Study must be filed in the Graduate Studies by the end of the second semester of attendance. A minimum number of graduate credits is required for graduation from a given program. Depending upon the program, this can range from 30 to 60 credits is required for the master's degree. At least half the required minimum number of credits should be taken in courses which are open to graduate students only (numbered 700-899).

Student Responsibility

It is the responsibility of students to be informed and to follow all university and graduate policies, degree program requirements and any specific requirements of their major program.

Academic Integrity

Graduate students are expected to maintain academic integrity in meeting the requirements for a graduate degree. Evidence of academic misconduct may result in certain sanctions, such as failure in a course or dismissal from Graduate Studies. Chapter 14 UW-Superior Student Academic Disciplinary Procedures of the Wisconsin Administrative Code for the University of Wisconsin System outlines the procedures for identifying academic misconduct and the appropriate sanctions. Chapter 17 UW-Superior Student Nonacademic Disciplinary Procedures of the Wisconsin Administrative Code for the University of Wisconsin System outlines the procedures for identifying nonacademic misconduct and the appropriate sanctions. Graduate students are expected to abide by the Code of Ethics specific to their chosen field of study.

Student Identification

After registration and payment of fees, students should obtain a student identification card at the Yellowjacket Union. Several benefits are available to those who hold a current ID card, including but not limited to: use of materials from and facilities of the Jim Dan Hill Library, use of [networked computer labs](#), use of the Marcovich Wellness Center, and discounts at many university-sponsored events.

Graduation Requirements

Completion of catalog requirements in effect upon the student's term of entry and successful completion of the student's Program Plan of Study on file in the Graduate Studies Office define the graduation requirements for the degree sought. Application for the graduate degree must be made online at the beginning of the final term of attendance. Payment of a graduation fee is required.

To graduate at the end of a specific term, all requirements and course work must be completed within four weeks before the final day of the student's last term of attendance. Students who have applied previously, but do not graduate must reapply for graduation.

Academic Progress

Academic Standing for Graduate Students (AP1112 G)

Students should choose the academic pace that best meets their personal goals; however, successful movement toward goals, combined with at least adequate acquisition of academic competence, is a responsibility of the student. The following standards have been defined for graduate students, including those seeking certification and graduate Special students. The policies and regulations listed below define the minimum academic standards of the University. A separate set of standards exist for financial aid.

Good Academic Standing

The Associate Dean of Graduate Studies shall notify the faculty advisor of any student who has failed to achieve a d.00/4.00 grade point average by the time the student has attempted 20 semester hours of graduate work.

Graduate students who receive a stipend, salary, or nonresident tuition waiver from the university, based upon their status as a graduate student, must maintain good academic standing each term of their award or appointment. Good academic standing is defined as a minimum cumulative grade point average (GPA) of 3.0/4.0. Students whose GPA drops below 3.0 will be placed on probation and are restricted to taking 3 credits while on probation. Transfer students accepted with less than a 3.0 cumulative GPA may be admitted on academic probation. Suspended students reinstated by the Graduate Council will be readmitted on academic probation. Students previously on probation will be suspended if their subsequent semester GPA is less than 3.0, or their cumulative GPA is below 3.0. Suspended students are required to sit-out at least one term prior to submitting a petition for reinstatement to the Graduate Council.

Academic Probation

Graduate students are placed on academic probation whenever their cumulative GPA drops below 3.0, or their semester GPA is less than 3.0, regardless of the cumulative GPA.

Graduate students on academic probation are restricted to a maximum of 6 credits while on probation.

Graduate students on probation must earn a 3.0 semester grade point average the following semester to continue enrollment. Graduate students remain on probation until their cumulative GPA improves to at least 3.0.

If a graduate student's semester GPA increases to 3.0 or higher and their cumulative GPA increases to a minimum of 3.0, the graduate student will be moved to good standing status. Once the cumulative GPA is 3.0 or above, a graduate student is no longer on probation. If a graduate student fails to earn a 3.0 semester grade point average while on probation, the graduate student will be suspended.

At the end of each term, academic standing is reviewed. Whenever a graduate student's semester or cumulative GPA drops below 3.0, the graduate student and his/her advisor is notified via email to the graduate student's UW-Superior email account.

Graduate transfer students accepted with less than a 3.0 cumulative GPA from all previously attended institutions may be admitted on academic probation.

Suspended students reinstated by the Graduate Council will be readmitted on academic probation.

Academic Suspension

Graduate students on probation will be suspended if their subsequent semester GPA is less than 3.0.

Suspended graduate students are required to sit-out at least one term prior to submitting a petition for reinstatement to the Graduate Council. However, if the graduate student can provide other sufficient evidence that extenuating circumstances led to their suspension status, s/he may submit a petition for reinstatement without having sat out a term.

Reinstatement

Graduate students suspended more than two times must sit-out at least three years before petitioning for reinstatement. Petitions for reinstatement should be submitted to the Graduate Studies Office at least three weeks before the beginning of the term in which the graduate student wishes to re-enter. If a graduate student's written Petition for Reinstatement is denied, the student has the right to a personal appeal with the Graduate Council. Graduate students should be aware that a personal appeal must be supported by information and/or documentation in addition to what was provided on the original written petition.

Financial Aid Opportunities

To receive financial aid, a student must complete the Free Application for Federal Student Aid, commonly called FAFSA, at www.fafsa.ed.gov. Students must apply each year.

To be eligible for most financial aid, students must be enrolled as a degree-seeking at least half time. Enrollment definitions for financial aid depend on program and may be found at <https://www.uwsuper.edu/finaid/policies/enrollment-status-definitions-for-financial-aid.cfm>. They also must maintain satisfactory academic progress (policy may be found at <https://www.uwsuper.edu/finaid/policies/satisfactory-academic-progress.cfm>) and comply with Selective Service registration, among other requirements.

Advanced Opportunity Program

The Advanced Opportunity Program (AOP) of UW-Superior makes funds available for eligible graduate students who are disadvantaged or belong to American ethnic minorities (limited by UW System Guidelines to Native American, African American, Hispanic/Latino, and Southeast Asian students). Applications are available in the Financial Aid Office (www.uwsuper.edu/finaid) and the student must file a FAFSA for consideration. Funds are limited.

Minnesota-Wisconsin Reciprocity

Minnesota and Wisconsin employ reciprocity for tuition purposes. Minnesota students may pay Minnesota resident fees at UW-Superior provided they are granted Reciprocity Fee Status by the Minnesota Office of Higher Education. Apply online at <http://www.ohe.state.mn.us/>.

Non-Resident Tuition Waiver Program

The Non-Resident Tuition Waiver (NTW) allows UW-Superior to waive a portion of the out-of-state tuition that nonresident students are charged. Graduate students applying for admission may also apply for a NTW award. Information is available at <https://www.uwsuper.edu/admissions/cost/ntw.cfm>.

Beecroft Graduate Travel Grant

The Beecroft Graduate Travel Grant provides a grant of \$1,000 for travel to the New England states, the province of Quebec, or countries outside the United States and Canada to graduate students whose graduate work would be aided or enhanced by travel. Applications are available in the Graduate Studies Office or online at www.uwsuper.edu/graduate.

Graduate Tuition/Refund of Tuition and Fees

UW System policy specifies that graduate students who take undergraduate courses as part of their graduate program will be charged at the graduate tuition level for all courses. Students will receive refunds for courses dropped from their schedule according to the tuition and fee refund schedule published at www.uwsuper.edu/bursar. The day of record for the drop is the day written notification is received by the Registrar's Office.

Graduate Studies Contact Information

Graduate Studies
University of Wisconsin - Superior
Swenson Hall 3065
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8295
Email: gradstudy@uwsuper.edu

Graduate Course Descriptions

ART - Art

Catalog Nbr.	Course Title/Course Topics	Credits
ART 698	Practicum Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form. Typically Offered: Fall and Spring Terms	1.00 - 7.00
ART 702	Art Therapy Seminar Investigation into topics of diagnosis and treatment in mental health. This course explores major categories of mental illness using the DSM, and the therapeutic methods that may be used for various disorders. Current research will be discussed. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Fall Term Every Other Year	3.00
ART 704	Issues in Visual Arts Advanced study of theoretical frameworks, concepts, contents, and contexts of visual arts. Topic will vary from the spirituality and the sacred in art, psychology and philosophy of art, primitivism in contemporary/modern art, cultural politics in art, feminism in art, science and technology in art, among others. Typically Offered: Fall Term Only	3.00
ART 705	Graduate Drawing Advanced studies in drawing. Individual development emphasized. Typically Offered: Fall and Spring Terms	3.00
ART 710	Graduate Painting Advanced studies in painting. Typically Offered: Fall and Spring Terms	3.00
ART 711	Graduate Collage Advanced studies exploring the theory and practice of mixed media approaches to drawing and painting. Typically Offered: Spring Term Only	3.00
ART 713	Ethical Considerations in Art Therapy This course provides an overview to the ethics and professional values that correspond to the practice of art therapy. Practical applications pertaining to matters of diversity, social justice and the use of technology will be addressed. This course also focuses on the awareness of one's own cultural history and the role that background plays in personal perceptions and world views. Through readings, examination of case studies, digital media and experiential approaches, students will gain an understanding of the legal and ethical issues involved in the practice of art therapy. Prerequisites: Prerequisite for taking this course is Art Therapy Graduate or consent of instructor. Typically Offered: Spring Term Only	3.00
ART 719	Multi-Modal Art Therapy An exploration of Multi-Modal healing techniques and their application in Art Therapy, Drama, Music, Poetry, and Play Therapy will be studied scholastically and experientially. Professionals in the field as well as varied techniques will be introduced. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Spring Term Every Other Year	3.00
ART 720	Studies in American Art American art of the Colonial, 19th or 20th Century period including sculpture, architecture and painting. Typically Offered: Occasional by Demand	3.00
ART 721	Mediterranean	3.00

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

Typically Offered:

Occasional by Demand

ART 723	Medieval Art	3.00
	a) Early Christian and Byzantine; b) Medieval; c) Romanesque; d) Gothic: A detailed investigation of the art of the Middle Ages.	
	Typically Offered: Occasional by Demand	
ART 724	Visual Arts in Non-Western Societies	3.00
	Study of visual arts in non-western societies including North American Indian/Native American; Mesoamerican; Oceania/Pacific Islands, Asian, and African cultures.	
	Typically Offered: Spring Term Only	
ART 727	Modern Art	3.00
	Nineteenth Century, 20th Century, Contemporary or Post-Modern Art and architecture and the forces which influenced the period. Research required.	
	Typically Offered: Spring Term Only	
ART 729	Women in Art	3.00
	Women's expression in painting and sculpture, primarily of the 19th and 20th Centuries.	
	Typically Offered: Occasional by Demand	
ART 730	Readings In Art History	3.00
	Guided individual research on an approved topic.	
	Typically Offered: Fall and Spring Terms	
ART 732	African and African Diaspora Art History	3.00
	A survey of art created by people of African descent. Also discussed are some influences of Islam, Western Europe, and the Caribbean regions.	
	Typically Offered: Fall Term Only	
ART 735	Research In Art Therapy	3.00
	An introduction to research methods used in art therapy with an emphasis on qualitative research design. Students will work on the formulation of research questions and develop a thesis proposal.	
	Typically Offered: Fall and Spring Terms	
ART 740	Graduate Printmaking	3.00
	Advanced studies in printmaking.	
	Typically Offered: Fall and Spring Terms	
ART 741	Graduate Photography 2	3.00
	Advanced studies in photography. Emphasizes concept and process resolution by defining a specific direction through a cohesive body of photographs. Students have the option of working in film or digital.	
	Typically Offered: Fall and Spring Terms	
ART 745	Exploring Stigma: Verbal and Visual Narratives	3.00
	Social stigma exists. It may be associated with perceptions toward mental illness, socioeconomic status, race, gender identity, body image, and HIV/AIDS. Stories help humanize issues and are invaluable as educational and awareness-raising tools. Students will examine the existence of stereotypes, prejudice, and discrimination, and discover through art therapy-based approaches, how narratives play a role in social justice and in eliminating stigma.	
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Spring Term Only	
ART 750	Psychology of Art	3.00
	Art as a fundamental human activity on an individual and societal level. Studies theories of creativity and issues of cultural and social diversity as applicable to art therapy.	
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	

	Typically Offered: Spring Term Every Other Year	
ART 760	Graduate Sculpture Advanced studies in sculpture.	3.00
	Typically Offered: Fall Term Only	
ART 770	Graduate Ceramics Individualized studio problems in ceramics. Work at this level is expected to be specialized and without major technical problems.	3.00
	Typically Offered: Fall and Spring Terms	
ART 775	Graduate Metalwork Advanced in nonferrous metalwork.	3.00
	Typically Offered: Spring Term Only	
ART 779	Graduate Fibers Topic: Loom Weaving - Individually designed series of experiences using the loom in interlocking fibers. Problems planned in consultation with instructor. Topic: Off-Loom Fibers - Advanced problems in primary structures should include research of primitive expression, materials and techniques.	3.00
	Typically Offered: Fall and Spring Terms	
ART 783	Art Therapy Fundamentals Survey of the origins, history, and theoretical objectives and trends in art therapy. Ethical, legal issues and standards of good practice will be covered.	3.00
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Fall Term Only	
ART 784	Development of Creative Functioning The study of the creative individual; exploration of research related to creativity; techniques for promoting creative thinking and problem-solving in educational, clinical and business environments.	3.00
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Fall Term Only	
ART 785	Art Therapy Techniques Theoretical approaches and techniques used in art therapy will be studied. Students will also learn to develop and apply art therapy assessments.	3.00
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Fall Term Only	
ART 789	ART Elective Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	1.00 - 99.00
	Typically Offered:	
ART 795	Independent Study Graduate art students work independently under guidance of an instructor. Students submit a proposal of study during the first week of the course.	1.00 - 5.00
	Typically Offered: Fall and Spring Terms	
ART 797	Art Field Study By special arrangement and permission of the department, a student may enroll for the off-campus study of a problem in art. Documentation required.	1.00 - 3.00
	Typically Offered: Fall and Spring Terms	
ART 798	Practicum Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form.	1.00 - 7.00
	Typically Offered: Fall and Spring Terms	
ART 799	Graduate Terminal Project in Art Therapy Students will complete a thesis project, which integrates their acquired theoretical knowledge, clinical internship experiences and applied critical thinking. This is a self-directed course for students who have been approved to pursue a Master's Terminal Project. Course provides a structured format for completion of the Master's Project under the advisement of an instructor.	1.00 - 3.00

Typically Offered:
Fall and Spring Terms

ARTED - Art Education

Catalog Nbr.	Course Title/Course Topics	Credits
ARTED 781	Art for Special Education Exploration of art concepts, media, and processes with adaptations for the mainstreamed student with special educational needs. A study of characteristics of students with behavior and/or learning disorders, cognitive delay, physical handicap, and gifted and talented.	3.00
	Typically Offered: Spring Term Only	
ARTED 782	Art Education for the Gifted and Talented Study of current guidelines, trends, and program options that address the special educational needs of gifted and talented students. Areas of emphasis include: student characteristics, artwork characteristics, identification procedures, and curriculum models.	3.00
	Typically Offered: Occasional by Demand	

BIOL - Biology

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

COAC - Coaching

Catalog Nbr.	Course Title/Course Topics	Credits
COAC 689	Coach Elective Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	1.00 - 12.00
	Typically Offered:	

COMM - Communicating Arts

Catalog Nbr.	Course Title/Course Topics	Credits
COMM 589	Comm Arts Elective Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	1.00 - 12.00
	Typically Offered:	
COMM 780	Thesis Individual thesis research in Communication, Media, or Theatre. An outline of the proposed thesis must be approved by the advisor and the Communicating Arts Department Chair, and a contract completed before registration. Arranged.	3.00 - 6.00
	Prerequisites: Prerequisite for taking this course is having completed COMM 701 and COMM 702.	
	Typically Offered: Fall, Spring, and Summer Terms	
COMM 789	Comm Arts Elective Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	1.00 - 9.00
	Typically Offered:	
COMM 798	Independent Study Graduate-level independent investigation and/or production in Communication, Media or Theatre. Project designed in consultation with the instructor and a contract prior to enrollment. Arranged.	3.00 - 6.00
	Typically Offered: Fall, Spring, and Summer Terms	

COUN - Guidance & Counselor Education

Catalog Nbr.	Course Title/Course Topics	Credits
COUN 681	Seminars in Counselor Education Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time. Typically Offered: Occasional by Demand	0.50 - 3.00
COUN 702	Counseling Theories Analysis of counseling theories and practices. Examines several of the major theories -- historic and current -- of counseling. Serves as an introduction to the field of counseling and to illustrate the diversity of theoretical approaches which exist. Students develop a preliminary theoretical philosophy of counseling. One of three courses -- COUN 702, 704, 706 -- that serve as a foundation to the profession and the program. Typically Offered: Fall Term Only	3.00
COUN 704	Introduction to Counseling Overview of the clinical mental health counseling profession and its areas of specialization, training, and concern. It examines program development and administration, relevant laws and applications, as well as one's professional identity as a counselor. The course covers areas such as prevention, consultation and advocacy. It is one of three courses (COUN 702, 704, 706) that serve as a foundation to the profession and program. Typically Offered: Fall Term Only	3.00
COUN 706	Pre-practicum Counseling Processes introduces counseling skill development, emphasizing the skills essential in the interview and rapport building process. Students develop a thorough understanding of the counseling process as well as the role and function of the counselor. Students also develop self-awareness so the counselor-client relationship is therapeutic and so the counselor sets and maintains appropriate professional boundaries. Examines ethical and legal considerations inherent in the counseling process. Prerequisites: COUN 702 and 704 are prerequisites for taking this course. Typically Offered: Spring Term Only	3.00
COUN 708	Organization and Administration of School Counseling and Other Pupil Services Overview of essential school counseling services and the role and function of the school counselor with emphasis on developing, and managing, and evaluating a comprehensive counseling program within the realms of an entire school. Covers the seven pupil services content standards and additional information pertaining to the other members of the pupil service team with whom the counselor works. Integrates special education, technology, legal and ethical issues. Typically Offered: Spring Term Only	3.00
COUN 712	Family Counseling Introduction to family systems theory and family therapy techniques. Students develop an understanding of the current epistemological base of family system's theory, major contributors, and specifically review structural, strategic, behavioral and communications approaches to family counseling. Students review the organization and dynamics of their own families, coming to understand how their families impact their world perceptions and everyday behavior. Typically Offered: Fall Term Only	3.00
COUN 714	Family Group Systems Integrates, at the next level of professional competence, family theory and family counseling techniques presented in preparatory courses. This course assumes that students in attendance are seeking skill development that will assist in meeting family counselor professional certification standards, (State and or National certifications). The course further assumes that students have explored their own family issues and will continue to do so through this course, as the course is in part experiential. Students will closely review the isomorphic processes reflected within their own familial systems that are reflected in their counseling approach and theory preferences. Students will assume the professional functions of a family counselor through current literature, development of professional vita and exploration of certification. At the successful conclusion of this course, students are assumed to be ready to provide supervised family counseling service. Typically Offered: Summer Only	3.00
COUN 716	Couple and Marital Counseling While the concept of family seems to be defined and redefined through generational context the need of the individual to be "affiliated" continues to highlight the dyadic relationships importance to the emotional and social survival of the individual. This course then, is designed to explore intimate dyadic relationships and their importance to the concept of family, family development and society. Reviews select couple and family dynamics such as basic assumptions of human intimacy (variations), marriage (dissolution and remarriage), mate selection, communications, human sexuality, family crises, parenting, and aging. Through lectures, experiential exercise, reading, and class discussion family theory and technique will be instigated so as to provide conceptualizations toward therapeutic intervention. Typically Offered: Fall Term Only	3.00
COUN 718	Family Crisis Intervention	3.00

	<p>This course offers: 1) A history of the development and progression of crisis counseling as a specialization in the mental health field, 2) A survey of current crisis counseling models and how they can be applied in a wide range of contexts, 3) Examining the foundation of components of trauma on the stress response system and display, 4) Familiarity with suicide risk assessment, intervention and mandatory reporting, 5) An examination of the intrapersonal and interpersonal impact crises have on people, 6) A discussion on the legal and ethical issues pertaining to crisis and disaster counseling and, 7) An in-depth Family Systems-oriented treatment and application of these principles and standards specifically to families in crisis and how counselors can understand and address the unique dynamics that arise when a family unit faces loss and trauma.</p>	
	<p>Typically Offered: Spring Term Only</p>	
COUN 720	<p>Counseling Children</p> <p>Focuses on how the counselor can facilitate self-expression in the counseling context with clients, primarily children, who may have difficulty expressing themselves verbally. Developmental theories and issues that shape children's adjustment to school and to their community form the foundations of the course. Basic solution-oriented brief counseling and consultative techniques are integrated for work with parents and teachers.</p>	3.00
	<p>Typically Offered: Summer Only</p>	
COUN 722	<p>Counseling Adolescents</p> <p>Adolescents represent a clientele in transition. This course examines key aspects in their development (biological, cognitive, emotional, and social) and their relationships in the various contexts that influence behaviors and attitudes. Common issues of adolescence as well as various interventions are covered from a developmental context. Students learn how to facilitate client self-expression primarily through brief therapeutic techniques and how to consult with supervising adults. While the focus is on normal development, course also touches on at-risk/problematic behavior and thoughts.</p>	3.00
	<p>Typically Offered: Fall Term Only</p>	
COUN 724	<p>Behavior Modification for Abnormal Behavior</p> <p>Behavior management principles applied to mental disorders and to improve learning and behavioral outcomes. Students learn how to apply these principles and techniques to aid individuals in the change process. Students plan, implement, and evaluate a self-change project which will demonstrate their understanding of the theory and techniques of behavioral self management. Students will conduct a functional behavior analysis to develop interventions and/or apply a clinical treatment plan to address client psychopathology.</p>	3.00
	<p>Typically Offered: Summer Only</p>	
COUN 726	<p>Developmental Guidance and Counseling</p> <p>Developing the knowledge, skills, and expertise necessary to teach developmental lessons in the classroom that are appropriate to all ages. Covers classroom management. Students, using the ASCA and Wisconsin Developmental Models, develop a set of lessons (perhaps based on monthly themes) specific to the ages of the children they intend to counsel. Emerging problems in the schools, such as bullying, sexual harassment, and abuse are covered. Class covers the 10 WDPI Teacher and Pupil Services Standards.</p>	3.00
	<p>Typically Offered: Summer Only</p>	
COUN 728	<p>Career Counseling</p> <p>Provides an understanding of theories of vocational choice and vocational development. Students learn methods of evaluating, promoting, and enhancing, vocational development in individuals from a diversity of backgrounds. They examine ethical and legal considerations inherent in the career counseling process. Also emphasizes student application of traditional and technology-based career assessment techniques. Students participate in experiential activities that focus on the career development of themselves and others.</p>	3.00
	<p>Typically Offered: Summer Only</p>	
COUN 730	<p>Human Growth and Development</p> <p>Surveys the key physical, cognitive, and social-emotional milestones across the life-span, how these interact with an individual's adaptation ability, and the implications for mental health professionals. Focuses on 1) the key concepts of the major theories of development; 2) examination of normal developmental stages across the life-span and the influence of social forces differences in development based on sex/gender, age, class, race, ability, and cultural background; psychosocial adaptation in the school/work, family, and peer systems; and implications for mental health and school counseling professionals. Includes legal and ethical issues and strategies for interventions to enhance development.</p>	3.00
	<p>Typically Offered: Summer Only</p>	
COUN 734	<p>Chemical Dependency and the Family</p> <p>Assessment and intervention techniques with individuals and families in which one or more other family members is chemically dependent. Provides an overview of the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction and treatment and prevention planning in regard to addiction. Specific techniques to intervene with spouses of alcoholics, children of alcoholics (minor children and/or adults) and extended family members are included. Also reviews the impact of other addictive behaviors on the family.</p>	3.00
	<p>Typically Offered: Spring Term Only</p>	
COUN 738	<p>Multicultural Counseling</p>	3.00

	Students conduct an in-depth self-analysis regarding the manner in which counselor and client values, perceptions, attitudes, acculturative experiences, and communication styles impact the counseling process. Students are encouraged to conduct an in-depth cultural self-analysis regarding the issues they have inherited from their own culture as it relates to helping multicultural clients. Furthermore, students learn theories, skills, and cross-cultural counseling strategies necessary in working with ethnically and culturally diverse clients. The cross-cultural counseling strategies include both group and individual techniques. Students examine any ethical and legal considerations inherent in the counseling process in regards to clients from a diversity of backgrounds. Designed for counselors already working in the field, and current graduate counseling students. Also helpful for any professional who regularly deals with multicultural individuals.	
	Typically Offered: Spring Term Only	
COUN 740	Counseling and Human Sexuality Provides counselors with a contemporary understanding of human sexuality and gender issues, myths, and problems (physical/biological, emotional, social, cultural) for people (married and not) considering, engaging in, and/or "recovering" from sexual relationships. Includes interventions and treatment approaches. While the course is a requirement for Marriage and the Family Therapist Licensure, it is open to all interested counseling students.	3.00
	Typically Offered: Spring Term Only	
COUN 742	Psychopathology Study of abnormal behavior, including classification of various disorders, descriptions of causal factors, methods of assessment, prevention and treatment. Includes examining the current diagnostic system, DSM-5. Students develop an awareness of the limitations of the current diagnostic system along with multicultural and ethical considerations. Also teaches students how to integrate results from psychological assessment into the diagnostic process.	3.00
	Typically Offered: Fall Term Only	
COUN 744	Clinical Mental Health Diagnosis and Treatment Planning Provides students with an in-depth knowledge base of clinical mental health counseling diagnosis and treatment planning. Cover the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders-V (DSM-5). Training on administration of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues. Students will develop clinical writing skill for competence with clients. Treatment planning will focus primarily on cognitive behavioral theory and applied intervention strategies based in outcome research.	3.00
	Typically Offered: Spring Term Only	
COUN 746	Ethics in Professional Counseling Serves the needs of Counselors within the area of practice generally referred to as ethics, through the guidance of the American Counseling Association (ACA) 2014 Code of Ethics. Assists students in exploring personal values, social expectations/sanctions and professional standards of behavior as it relates to the mental health counseling field. Course seeks to meet the specific state licensure certification and practice needs of the student enrolled.	3.00
	Typically Offered: Spring Term Only	
COUN 750	Practicum Assists students in making the transition from theoretical understanding of counseling principles and processes to therapeutic process. Students demonstrate knowledge and skills and refine their knowledge and skills in the following areas: integration of his or her theoretical approach to counseling competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; the ability to identify and assess presenting concerns of clients, diagnose problems, and develop treatment plans; and an ability to present case studies, dialogue, and consult with other professionals regarding his or her effectiveness as a counselor. (For Graduate Education Online Class Sections it is 1.5 credits per term for a total of 3 credits for the semester. GEO course is repeatable).	1.50 - 3.00
	Prerequisites: COUN 706 is prerequisite for taking this course.	
	Typically Offered: Fall and Spring Terms	
COUN 752	Group Practicum Introduction to group counseling including an understanding of group processes, techniques, role of group members and leaders, ethics, and culture, selected group phenomena, processing of group dynamics and therapeutic movement, application of theory and theoretical techniques. The student is required to form and lead a group using a theoretical orientation, and to process the experience through tapes and class discussions.	3.00
	Prerequisites: COUN 706 is prerequisite for taking this course.	
	Typically Offered: Fall and Summer Terms	
COUN 756	Internship-School (preK-12) Field-based course providing on-the-job practice in counseling with individuals and groups and in the classroom under the guidance of an on-site supervisor and a university faculty supervisor. Weekly group discussions of cases and sharing of work experiences is at the heart of the campus classes. Particular content areas that enhance professional preparation (such as legal and ethical issues, standards, technology) are covered. Students are expected to share their counseling work weekly for supervision and peer review. Counseling Portfolios are completed and readied for submission. Student planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semester should sign up for 3 credits each semester. Instructor consent required.	3.00 - 6.00
	Prerequisites: Completion of COUN 750 and COUN 752 are prerequisite for taking this course in the clinical and MFT Track but not the Human Relations Track.	

Typically Offered:

Fall and Spring Terms

COUN 758	Internship-Clinical/MFT/Human Relations	3.00 - 6.00
	Experiential course that integrates counseling theory into practical application under supervision. Off-campus professional work sites provide students practical experience while weekly class sessions provide support/supervision for work-site activities. Students' skill integration will be monitored and modified through class discussion, written assignments, class exercises and one-to-one supervision with instructor. This advanced course seeks to finalize professional readiness. Successful completion is dependent on the assumption of the professional functions and obligations of a human service provider. Each internship is an individual placement that is developed related to the professional needs of the student, the needs of the internship site and the coordination by the internship instructor. Student planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semesters should sign up for 3 credits each semester. Instructor consent required.	
	Prerequisites: Completion of COUN 750 and COUN 752 are prerequisite for taking this course in the clinical and MFT Track but not the Human Relations Track.	
	Typically Offered: Fall and Spring Terms	

COUN 760	Introduction to Assessment	3.00
	Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural and ethical considerations. Instruments covered focus on psychological and intellectual functioning and can generally be administered to clients individually or in groups. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Students will be introduced to professional report writing and consequential treatment implications.	
	Typically Offered: Fall Term Only	

COUN 761	Research-Based Program Evaluation	3.00
	Students develop their understanding of types of program evaluation, consultation and application procedures. This includes, but is not limited to, qualitative and quantitative research, ethical/legal consideration, parametric and nonparametric research methods, principles, practices, applications of needs assessment. Students will consult, conduct and write a literature review, develop a method for data collection, analysis, conclusions and make recommendations. Student research topics will be in their specific discipline; school counseling, clinical counseling, marital and family therapy or human relations.	
	Typically Offered: Spring and Summer Terms	

CSCI - Computer Science

Catalog Nbr.	Course Title/Course Topics	Credits
CSCI 681	Special Topics	1.00 - 4.00
	Graduate level investigation of one or more topics of current interest. Not intended for independent study projects. May be repeated, but no more than a total of eight credits may be earned from both MATH 681 and CSCI 681.	
	Typically Offered: Occasional by Demand	

CYB - Cybersecurity

Catalog Nbr.	Course Title/Course Topics	Credits
CYB 700	Cybersecurity Fundamentals	3.00
	Introduces fundamental concepts and design principles in cybersecurity. Students will understand what, why, and how to protect in the cyberworld. Topics include CIA (Confidentiality, Integrity, and Availability), threats, attacks, defense, least privilege, access control and password management, security policies, critical controls, incident-handling and contingency planning, risk assessment and management.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 703	Network Security	3.00
	Examines network architectures, threats and attack surfaces exploited by these threats. Students will look at network traffic inspection, common attacks and defensive techniques like encryption, network segmentation, firewalls, application proxies, honeypots, DMZs, monitoring networks using: intrusion detection and intrusion prevention systems, and network access control.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 705	Cybersecurity and Society	3.00
	Presents the principles of applied sociology that account for the human factors in security systems. Topics include an examination of the human role in cybersecurity, the role of security in the context of an organization, and a special focus on the development and implementation of cybersecurity policies.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 707	Cybersecurity Planning	3.00

Instruction on the process used to develop and maintain appropriate security levels for an organization with a focus on implementing a comprehensive security program, a documented set of security policies, procedures, guidelines, and standards. Topics include security planning, strategies, controls, and metrics for measuring the effectiveness.

Prerequisites:

CYB 700 prerequisite

Typically Offered:

Fall, Spring, and Summer Terms

CYB 710	Introductory Cryptography	3.00
	Fundamentals of applied cryptography, including encryption and decryption, symmetric and asymmetric systems, pseudorandom functions, block ciphers, hash functions, common attacks, digital signatures, key exchange, message authentication and public key cryptography. Implementation of cryptographic systems in an approved programming language. Survey of relevant mathematical concepts, including elementary number theory.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 715	Managing Security Risk	3.00
	Covers risk management processes and tools, risk assessment and analysis models, economic and control implications, risk measurement, and the ethics of risk. Students will communicate the technical and management-aspects of risk, based on research of their chosen industry, related regulation, recent industry reports, and risk implications to organizations, individuals and the nation.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 720	Communication in Cybersecurity	3.00
	Research, organize, and present technical information to audiences with varying goals and technical needs. Emphasis on ethics, critical thinking, listening skills, and feedback to develop effective messages utilizing verbal and nonverbal communication strategies and visual aids. Individual and group presentations and projects will emulate professional scenarios in cybersecurity.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 725	Computer Forensics	3.00
	This course provides instruction on the investigative and forensics processes of digital evidence with a focus on identifying indicators of compromise, the use of common forensics tools, and the preservation of forensics tools. Topics include forensics iconology, and the analysis of disk, memory, chip-off, mobile device, and OS artifacts.	
	Prerequisites: Successful completion of CYB 700, 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 730	Computer Criminology	3.00
	A primer on modern criminology with specific attention to the aspects of technology that facilitate criminal behaviors. Topics include computer crime laws, criminological theories of computer crime, court room and evidentiary procedure, idiographic and nomothetic digital profiling, computer crime victimology, habit/authorship attribution, stylometry, and case linkage analysis.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 735	Network Forensics	3.00
	Covers protocol analysis, identification of malicious behavior in systems, and forensic investigations through event log aggregation, correlation and analysis. Students will analyze clips of network protocol analysis to discern methods of attacks and malicious activities. Reviews wired and wireless protocols and cover their associated attacks, with case studies involving protocol analysis, log analysis, and other tools.	
	Prerequisites: Successful completion of CYB 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 740	Incident Response and Remediation	3.00
	Addresses how to set up an incident response system in an organization and the phases of an IR: Preparation, Identification, Notification, Containment, and Eradication of the threat actors, and Recovery and Reporting to prevent future incidents. Students will learn about the use of IDS and forensics, dealing with false alarms and the remediation process to minimize business impact, plan business continuity, and work with law enforcement, auditors, insurance, and compliance.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 745	Secure Operating Systems	3.00
	Covers operating systems security infrastructure. Topics include, for a given operating system (Windows/Linux), updates and patches, access controls and account management, configuration management, hardening and securing services, and the use of scripting languages to automate security management. Additional topics may include auditing and forensics, virtualization and cloud computing.	
	Typically Offered: Fall, Spring, and Summer Terms	

CYB 750	Offensive Security	3.00
	This course includes active defenses such as penetration testing, log management, hacking, threat management and system posturing. Students completing this course will have an understanding of, and the ability to preemptively secure computer and network resources by utilizing information about threats, actors and attack vectors and the ethics behind using this data.	
	Prerequisites: Successful completion of CYB 700, 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 755	Security Administration	3.00
	Covers the policy and governance aspects of security. Topics include application of security policies, standards, procedures and guidelines to administration of IT and communications, assessment of compliance including contractual, legal, industry standard, privacy and regulatory requirements, and implementation of security audits and assessment of security performance and security policy efficacy.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 760	Leadership & Teams	3.00
	Focuses on leadership best practices and the interpersonal processes and structural characteristics that influence the effectiveness of teams. Emphasis will be placed on leadership models, principles of team building, group dynamics, problem solving, and crisis management in cybersecurity issues. Course will include case studies of modern security incidents.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 765	Cybersecurity Management	3.00
	Covers management of cybersecurity policies and strategies at the organizational, national, and transnational levels. Examines the implications of key domestic and international regulations and changes in information technology and communications on security operations. Includes development of organizational security preparation, processes, and responses, and developing a disaster recovery program.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 770	Security Architecture	3.00
	Focuses on security architectures for the protection of information systems and data. Students completing this course can identify potential vulnerabilities in system architectures and design secure architectures. Topics include common enterprise and security architectures and their key design elements, such as secure cloud computing and virtualization infrastructures.	
	Prerequisites: Successful completion of CYB 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 775	Applied Cryptography	3.00
	An in-depth study of modern cryptography. Topics include public key and private key cryptography, types of attacks, cryptanalysis, perfect secrecy, hashing, digital signatures, virtual private networks, and quantum key cryptography. Topics from number theory and discrete probability necessary for understanding current cryptosystems and their security will be covered.	
	Prerequisites: Successful completion of CYB 710	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 780	Software Security	3.00
	Covers the foundations of engineering secure applications, including techniques used to engineer secure software and assess the security of applications. Topics include exploiting web vulnerabilities, secure development processes, implementing security features such as secure data storage and transmission, threat modeling, security requirements, code analysis, and penetration testing.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 785	Cyber-Physical Sys. Security	3.00
	Covers the fundamentals and techniques to design and implement cyber-physical systems. Topics include the architecture of cyber-physical systems, exploiting software vulnerabilities, secure coding, microservices security, cloud services security, reverse engineering, security assessment of cyber-physical systems, and data analytics for security.	
	Prerequisites: Successful completion of CYB 775	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 789	Cybersecurity Pre-capstone	3.00

	Prepares student for capstone experience. Draws on skills learned, students will submit a written project proposal - with organization, timeline, learning objectives, and specific deliverables identified – for faculty approval. This course is a pre-requisite for the capstone course.	
	Prerequisites: Completion of CORE courses CYB 700, 703, 705, 707, 710, 715, 720, 725, 730, 740, 745, 750, 755, 760, 765, 770, 775, 780, 785	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 790	Cybersecurity Capstone Students present project identified in Capstone Preparation and submit a written report plus oral presentation to both faculty and host organization. Students will be assessed on clarity and content of written report and presentation. Prerequisites: Successful completion of CYB 789 Typically Offered: Fall, Spring, and Summer Terms	3.00

DS - Data Science

Catalog Nbr.	Course Title/Course Topics	Credits
DS 700	Foundations of Data Science This course provides an introduction to data science and highlights its importance in business decision making. It provides an overview of commonly used data science tools along with spreadsheets, databases, statistics and programming assignments to lay the foundation for data science applications. Prerequisites: Admission to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 705	Statistical Methods Statistical methods and inference procedures will be presented in this course with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple and multiple regression, model selection, correlation, moderation/interaction analysis, logistic regression, chi-square test, ANOVA, Kruskal-Wallis test, MANOVA, factor analysis, and canonical correlation analysis. Prerequisites: Successful completion of DS 700 and Admissions to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 710	Programming for Data Science Introduction to programming languages and packages used in Data Science. Prerequisites: Admission to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 715	Data Warehousing Introduce the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making process. Prerequisites: Admission to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 730	Big Data: High Performance Computing This course will teach students how to process large datasets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large data sets across clusters. Prerequisites: Successful completion of DS 710 and declared Data Science Major Typically Offered: Fall and Spring Terms	3.00
DS 735	Communicating about Data This course will prepare you to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers. Prerequisites: Admission to M.S. in Data Science program Typically Offered:	3.00

DS 740	Data Mining & Machine Learning	3.00
	This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data - including text mining, web text mining and social network analysis.	
	Prerequisites: Successful completion of DS 700 & DS 710 and Admissions to M.S. in Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 745	Visualization and Unstructured Data Analysis	3.00
	This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data - including text mining, web text mining and social network analysis.	
	Prerequisites: Successful completion of DS 740 and Admission to the M.S. Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 760	Ethics of Data Science	3.00
	This course will focus on the investigation of ethical issues in computer science that ultimately also pertain to data science, including privacy, plagiarism, intellectual property rights, piracy, security, confidentiality and many other issues. Our study of these issues will begin broadly, with a look at ethical issues in computer science at large. We will then make inferences to the narrower field of data science. We will consider ethical arguments and positions, the quality and integrity of decisions and inferences based on data and how important cases and laws have shaped the legality, if not the morality, of data science related computing. Case studies will be used to investigate issues.	
	Prerequisites: Successful completion of DS 740 and Admission to the M.S. Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 775	Prescriptive Analytics	3.00
	This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, and simulation. Case studies and applications will be emphasized.	
	Prerequisites: Successful completion of DS 705 and DS 710 and Declared DS Major	
	Typically Offered: Fall and Spring Terms	
DS 780	Data Science and Strategic Decision Making	3.00
	The interaction between data science and strategic decision making. Leveraging data resources for competitive advantage in the marketplace.	
	Prerequisites: Admission to M.S. in Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 785	Data Science Capstone	3.00
	Capstone course; students will develop and execute a data science project using real-world data and communicate results to a non-technical audience.	
	Prerequisites: Successful completion of Data Science 700, 705, 710, 715, 730, 735, 740, 745 & 775	
	Typically Offered: Fall and Spring Terms	

ECED - Early Childhood Education

Catalog Nbr.	Course Title/Course Topics	Credits
ECED 681	Seminars in Early Childhood	0.50 - 4.00
	Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time. A minimum grade of C in this course is required for all education majors.	
	Typically Offered: Occasional by Demand	

EDAD - Educational Administration

Catalog Nbr.	Course Title/Course Topics	Credits
EDAD 689	EDAD Elective	1.00 - 3.00
	Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	

	Typically Offered:	
EDAD 700	Administrative Leadership	3.00
	Study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on leadership characteristics of educational administrators, including participatory management, long-range strategic planning and change-agent processes. Particular emphasis given to human relations skills as well as oral and written communication skills needed by public school leaders.	
	Typically Offered:	
EDAD 701	The Director of Instruction	3.00
	A study of the various factors which will provide the student with foundations of research, theory, and best practices in instructional leadership and school.	
	Typically Offered:	
EDAD 704	Practicum - Director of Instruction	1.50
	Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)	
	Typically Offered:	
EDAD 705	Practicum - Director of Instruction	1.50
	Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)	
	Typically Offered:	
EDAD 706	Practicum - Director of Instruction	1.50
	1.50Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)	
	Typically Offered:	
EDAD 707	Practicum - Director of Instruction	1.50
	Yearlong minimum 320 -hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits-with EDAD 701-The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706 and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 706 and EDAD 707 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.	
	Typically Offered:	
EDAD 709	Directed Study-Administrative Vision of Learning	1.00 - 3.00
	Directed study by the graduate faculty member to the graduate student in the Administrative Vision of Learning contexts of Educational Administration.	
	Typically Offered:	
EDAD 710	Supervision of Instruction	3.00
	Study of the function of supervision and evaluation of personnel is designed to assist in the development of programs which will be appropriate to respective school positions and settings. Prepares any member of an organization for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.	
	Typically Offered:	
EDAD 711	Curriculum Management and Development K-12	3.00
	Study of the theories and related practices of curriculum development and curriculum organization in American schools. Focuses on methods, materials and strategies in the development, organization and delivery of curriculum in the American K-12 school system. Special emphasis given to development and interpretation of philosophical statements and management. Attention given to utilization of the Wisconsin Department of Public Instruction curriculum guides.	
	Typically Offered:	
EDAD 719	Directed Study-Administration of Student Learning and Staff Growth	1.00 - 3.00
	Directed study by the graduate faculty member to the graduate student in the Administration of Student Learning and Staff Growth contexts of Educational Administration.	
	Typically Offered:	
EDAD 720	School Business Administration	3.00
	Study of fiscal and material resource management and budgeting of K-12 school systems, including school finance, taxation and contract law with emphasis on the principles that should serve to guide the decision-making process.	
	Typically Offered:	
EDAD 721	The Principalship	3.00

	Study of the roles and responsibility of the school principal, with emphasis on development of effective instructional leadership skills for the various levels. Deals with the operational tasks of the principalship at the elementary, middle school, and high school levels. Response to contemporary and anticipated problems affecting the elementary and secondary schools are based on tested theory, research and applied practice.	
	Typically Offered:	
EDAD 724	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)	1.50
	Typically Offered:	
EDAD 725	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail) Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 726	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail). Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 727	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail). Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 728	Diversity and Social Justice in Schools Examination of issues related to inequities and inequalities in PK-12 schools. Explores diversity in education from a historical perspective to inform institutional practices regarding race, class, gender, sexual orientation and religion. Considers power dynamics, pedagogy, and ideologies that frame education in a democratic society. Explores the administrator's role and best practices in facilitating equity for all students.	3.00
	Typically Offered:	
EDAD 729	Directed Study - Administration of Organization, Operations and Resources Directed study by the graduate faculty member to the graduate student in the Administration of Organization, Operations and Resources contexts of Educational Administration.	1.00 - 3.00
	Typically Offered:	
EDAD 730	Administration and Supervision Of Special Education and Pupil Services Study of leadership and administrative paradigms of special education and pupil services PK-12. Emphasis on exceptional educational needs programming knowledge base for inclusive administrative leadership. Emphasis on special needs programming knowledge base not the prominent responsibility of regular or special education.	3.00
	Typically Offered:	
EDAD 734	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits (Pass/Fail). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 735	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 736	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 737	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 739	Directed Study - Administration of Diverse Community Interests	1.00 - 3.00

	Directed study by the graduate faculty member to the graduate student in the Administration of Diverse Community Interests contexts of Educational Administration.	
	Typically Offered:	
EDAD 741	Conflict Resolution and Mediation in K-12 Educational Settings	3.00
	Study in the understanding of conflict and handling such in the educational setting. Recognition of the role of communication to express conflict and knowledge of resolution techniques, different approaches to negotiations and basic mediation skills for administrators in the K-12 setting. Also explores the phenomena of school violence and means to respond.	
	Typically Offered:	
EDAD 749	Directed Study-Ethical Manner in Educational Administration	1.00 - 3.00
	Directed study by the graduate faculty member to the graduate student in the ethical manner contexts of Educational Administration.	
	Typically Offered:	
EDAD 750	School Law	3.00
	Study of the legal framework within which school district employees must operate. Emphasis on laws and sources of laws which affect students and instruction.	
	Typically Offered:	
EDAD 759	Directed Study-Political, Social, and Economic Contexts of Educational Administration	1.00 - 3.00
	Directed study by the graduate faculty member to the graduate student in the political, social, and economic contexts of educational administration.	
	Typically Offered:	
EDAD 761	Practicum - School Business Administration	1.50
	Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a School Business Administration setting. Prerequisite: Completion of nine EDAD credits.	
	Typically Offered:	
EDAD 809	Externship-Administrative Vision of Learning	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #1. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: Administrative Vision of Learning ISLLC #1, Wisconsin State Standard 2.	
	Typically Offered:	
EDAD 810	School Human Resources	3.00
	Comprehensive study of K-12 instructional and non-instructional personnel planning, information management, recruitment, selection, induction, appraisal, staff development, compensation, continuity of service, collective bargaining, grievance procedures and employee contract administration.	
	Typically Offered:	
EDAD 819	Externship-Administration of Student Learning and Staff Growth	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #2. Pass-Fail. Enrollment limited to emerging and practicing educational administrators. Topics: Administration of Student Learning and Staff Growth, ISLLC #2, Wisconsin State Standard 3.	
	Typically Offered:	
EDAD 820	The Superintendency	3.00
	Study of the role and responsibilities of the school superintendent with emphasis on the job competency needed for that leadership role. Topics focus on school improvement through organizational and instructional leadership, assessment and long-range planning, political theory and skills, crisis management, and careful allocation of district resources.	
	Typically Offered:	
EDAD 821	Data Management	3.00
	Designed for school business personnel pursuing a graduate degree in school business administration. Subject matter will include building files, updating file content, information retrieval and analyses of data associated with school operations.	
	Typically Offered:	
EDAD 823	Education Budget and Accounting	3.00
	Designed for school business personnel pursuing a graduate degree in school business administration. Focuses on design and application of budgeting and accounting procedures such as coding transactions, designing balance sheets, journals and ledgers using spreadsheet programs.	
	Typically Offered:	
EDAD 824	Educational Program Planning and Evaluation	3.00
	Advanced-level study of theory and research/practice in association with the organization and operation of public schools. Emphasis on self-analysis of supervisory-administrative style as it relates to the process of supervision involved in performance tasks. Additional focus on program planning and evaluation as related to theory and research/practice in public schools.	
	Typically Offered:	
EDAD 825	Facilities Planning and Utilization	3.00

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

Typically Offered:

EDAD 829	Externship-Administration of Organization, Operations and Resources	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #3. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #3.	

Typically Offered:

EDAD 830	Diverse School Community Relations	3.00
	Study of the administrative responsibility for successful diverse community relations with emphasis on the process, principles, channels, opinion sampling and evolving concepts of communication. A program will be developed including policy, objectives, defining publics, determining media, timing and feedback.	

Typically Offered:

EDAD 832	Special Education Law	3.00
	Study of the legal aspects of educating disabled learners under Section 504, the Individuals with Disabilities Education Act and No Child Left Behind.	

Typically Offered:

EDAD 839	Externship-Administration of Diverse Community Interests	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #4. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #4.	

Typically Offered:

EDAD 842	Professional Ethics for School Administrators	3.00
	Selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on ethics in public life among professionals, leaders and citizens. Particular emphasis given to political, cultural, business, computer and legal ethics for school leaders.	

Typically Offered:

EDAD 849	Externship-Ethical Manner in Educational Administration	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #5. Pass-Fail. Enrollment limited to practicing educational administrators.	

Typically Offered:

EDAD 850	School Finance and Resource Allocation	3.00
	Study of the theory and practice of school finance at the local, state, and national levels. Emphasis on the economics of education, public finance, and taxation.	

Typically Offered:

EDAD 851	Politics Of Education	3.00
	Examines the governance structure of education. Focuses on the roles of various political factors and special interest groups in the structure and the emergence of new political roles and initiatives in educational administration.	

Typically Offered:

EDAD 854	Advanced Budgeting	3.00
	Theory and practice of advanced budgeting at the local school district level. Emphasis on the meritorious techniques and standards of excellence in budget development and presentation.	

Typically Offered:

EDAD 859	Externship-Political, Social and Economic Contexts of Educational Administration	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #6. Pass-Fail. Enrollment limited to practicing educational administrators.	

Typically Offered:

EDAD 863	Internship: Superintendency	1.50
	A minimum 90-hour administrative internship in a PK-12 superintendency. Prerequisite: Admission to Special Degree Program, completion of nine semester credits in Educational Administration. This course is graded as Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.	

Typically Offered:

EDAD 864	Internship: Superintendency	1.50
	A minimum 90 hour administrative internship in a PK-12 superintendency. Prerequisites: Admission to Specialist Degree Program, completion of nine semester credits in Educational Administration. This course is graded a Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.	

Typically Offered:		
EDAD 865	Statistical Methods Research	3.00
	Study of statistical design and methodology used in educational research with emphasis given to understandings of appropriate application of statistical tests to educational data. The student studies application of skills developed in basic statistics. Emphasis on the understanding, planning, and execution of statistical studies, descriptive and inferential in approach. Study is conducted with a computer-oriented approach.	

Typically Offered:		
EDAD 866	Advanced Administrative Analysis	3.00
	Scholarly work requirement provides the post-graduate student an opportunity to conduct action research in an educational administration related project. The action research and scholarly paper development is completed under the direction of the student's advisor. Guidelines for action research and the subsequent paper are available from the advisor.	

Typically Offered:

ENGED - English Education

Catalog Nbr.	Course Title/Course Topics	Credits
ENGED 606	Advanced Children's Literature	3.00
	Advanced study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content areas with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.	
	Typically Offered: Fall and Spring Terms	
ENGED 618	Middle Level Literature	3.00
	Study of classic and current readings in middle level literature in conjunction with a discussion of the English language arts and literacy skills and concepts typically addressed in grades 5-8. Engaging instructional strategies and assessment tasks will also be emphasized.	
	Typically Offered: Summer Only	
ENGED 663	Advanced Study of Literacy Pre K-3	3.00
	Study of the design and implementation of developmentally appropriate curricula and instruction in the language arts that foster the concept of emergent literacy. Focuses on the development of language (both oral and written) and literacy from birth through third grade.	
	Typically Offered: Fall Term Only	
ENGED 664	Advanced Literacy Grades 4-12	3.00
	Study of the design and implementation of language arts curricula and instruction in grades 4-12. Focuses on creating strategic lifelong readers and writers.	
	Typically Offered: Spring Term Only	
ENGED 665	Advanced Content Area Literacy	3.00
	Study of the use of literacy processes in developing student learning in the content areas. Emphasis is on the integration of learning theory and subject matter knowledge in planning instruction which makes profitable use of test and writing to meet curriculum goals.	
	Typically Offered: Summer Only	
ENGED 681	Seminars in Education	1.00 - 3.00
	Selected topics and problems in the area of teacher education. May be taken in several units provided a different topic or problem is studied each time.	
	Typically Offered: Fall or Spring Terms	
ENGED 701	Introduction to Reading Difficulties	3.00
	Investigation of various aspects of reading difficulties so that special reading teachers and classroom teachers can provide effective reading instruction to readers of a variety of abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. It is strongly recommended that students in this course enroll in ENGED 702 during the following semester.	
	Typically Offered: Spring Term Only	
ENGED 702	Reading Difficulties Practicum	3.00
	Practicum in which theories and instructional strategies learned in ENGED 701 are put into practice as the student plans and conducts a program of diagnosis and instruction for elementary-level and secondary-level readers of a variety of abilities. Clinical experiences are designed to develop the student's skill as a diagnostician and teacher of readers of varying abilities.	
	Prerequisites: Prerequisite for taking this course is completion of ENGED 701.	
	Typically Offered: Summer Only	

ENGED 705	The K-12 Literacy Program	3.00
	In-depth study of K-12 literacy programs. Emphasis is on characteristics of effective school literacy programs and methods of planning, developing, and evaluating effective programs.	
	Typically Offered: Fall Term Every Other Year	
ENGED 709	History of Reading	3.00
	Exploration of philosophical orientations to literacy instruction with a study of the research base. Students will investigate the history of literacy instruction as well as the most important research studies to affect instruction.	
	Typically Offered: Occasional by Demand	
ENGED 751	MSE-Reading Portfolio	0.00
	Capstone experience of the student's program demonstrating professional growth through reflections on best-practice skills and knowledge gained throughout the coursework. Satisfactory completion of the portfolio as ascertained by the student's program advisor fulfills the state of Wisconsin portfolio requirement for licensure.	
	Typically Offered: Fall and Spring Terms	
ENGED 752	Educational Research Project	3.00
	A literacy research project designed and carried out by a student with the advice and approval of the research advisor. Research advisor consent is required to enroll in this course.	
	Typically Offered: Fall and Spring Terms	
ENGED 781	Independent Study	2.00 - 4.00
	Specially designed study to allow the graduate student to pursue specific areas of need or interest. Instructor consent is required to enroll in this course.	
	Typically Offered: Fall and Spring Terms	

ENGL - English

Catalog Nbr.	Course Title/Course Topics	Credits
ENGL 665	Modern American Poetry	3.00
	The study of major writers and poetic movements in modern American poetry.	
	Typically Offered:	

FNS - First Nation Studies

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

GEOG - Geography

Catalog Nbr.	Course Title/Course Topics	Credits
GEOG 681	Special Topics	1.00 - 6.00
	In-depth study of specialized topics in geography selected by the faculty on the basis of student interest/need. May include workshops, seminars, special issues, etc. Course may be repeated when topics are different. Offered on demand.	
	Typically Offered:	

GEOL - Geology

Catalog Nbr.	Course Title/Course Topics	Credits
GEOL 681	Special Topics	1.00 - 4.00
	In-depth study of specialized current topics in Geology selected by the faculty on the basis of student/community interest. May include workshops, seminars, field trips, special problems, independent study, etc. May be repeated when topics are different. Offered on demand. Instructor consent required.	
	Typically Offered: Occasional by Demand	

HHP - Health and Human Performance

Catalog Nbr.	Course Title/Course Topics	Credits
HHP 521	Adapted Human Performance (PE)	2.00
	Activity selection, curricular development and program implementation in teaching exceptional/special needs students. Includes hands-on intervention with exceptional/special needs students.	
	Typically Offered: Fall Term Only	
HHP 540	Organization and Administration of Human Performance, Health & Athletics	3.00
	Techniques, procedures, and principles of organizing and administering human performance, allied health and athletic programs. Emphasizes administrative structure, legal liability, and facilities management.	
	Typically Offered: Fall and Spring Terms	
HHP 541	Principles and Theory of Coaching	2.00
	Analysis of the role of the coach, including the latest information concerning legal liability, administration/organizational responsibilities; various coaching philosophies, diverse personalities of athletes, developing team cohesion, psychology of coaching and teaching techniques.	
	Typically Offered: Spring Term Only	
HHP 562	Kinesiology	3.00
	Review of materials associated with basic muscle identification, origin, insertion, and muscle function. Students will learn functional concepts associated with agonist and antagonist, the primary lever systems, how the upper and lower chains of the body assist with function from birth to the older age, and how basic biomechanics of daily function assists with or limits everyday activities and overall health. Virtual lab style activities are used to enhance the learning environment and link knowledge to practical application of skills.	
	Typically Offered: Spring Term Only	
HHP 563	Exercise Physiology	3.00
	Introductory lecture and laboratory course examining the acute and chronic physiological responses to exercise. The lecture portion covers the sub-cellular and metabolic responses to exercise, followed by the systemic responses (neuromuscular, endocrine, cardiopulmonary) as well as body composition, environmental factors, gender, aging and training principles. The laboratory section allows students to accent the lecture portion with hands-on laboratory experiences.	
	Typically Offered:	
HHP 566	Principles Of Nutrition	3.00
	Lecture-discussion course covering the basics of human nutrition including the macro and micro nutrients, the role of nutrition in health, weight loss and weight gain practices, ergogenic aids and supplements. Also addresses nutrition through the lifespan and global implications. Students required to complete a comprehensive research paper.	
	Typically Offered: Fall Term Only	
HHP 567	Human Sexuality	3.00
	Covers the biological, sociological, and psychological dimensions of human sexuality. Special emphasis on the education aspects.	
	Typically Offered: Spring Term Only	
HHP 622	Adaptive Human Performance (PE) Fieldwork	1.00 - 8.00
	Work experience with exceptional/special needs individuals. Each credit equals approximately 36 hours of on-the-job experience outside the university.	
	Typically Offered: Spring Term Only	
HHP 624	Coaching Students with Special Needs	1.00 - 4.00
	Theory, principles and practical application of coaching sports for exceptional/special needs students. Instructor consent is required to enroll in this course. On demand.	

	Typically Offered: Fall Term Only	
HHP 638	Measurement and Evaluation for Human Performance	2.00
	Introduction to the field of measurement, evaluation and research in human performance. Students are required to complete an independent research project related to their intended profession. Basics of a research proposal, Institutional Review Board and power point presentations are covered.	
	Typically Offered: Spring Term Only	
HHP 656	Foundations of Sport and Exercise Psychology	2.00
	Psychological and scientific principles as they pertain to understanding participants, sport and exercise environments, group processes, and performance, enhancing health and well-being and facilitating psychological growth and development.	
	Typically Offered: Fall Term Only	
HHP 660	Cardiovascular Diagnostics	3.00
	Introductory survey of theoretical considerations and practical applications of electrocardiography and other cardiac interventions.	
	Typically Offered: Fall Term Only	
HHP 669	Pathophysiology of Disease\Prevention and Control	3.00
	Introductory course of basic pathophysiology including epidemiological basics, infectious and non-infectious diseases, systemic responses, and an in-depth study of the leading causes of death in the United States and Canada (coronary heart disease, cancer, pulmonary disease), as well as common disorders (muscular, skeletal, neurological, gastrointestinal, urological and reproductive systems.) Students are required to complete a comprehensive research paper.	
	Typically Offered: Spring Term Only	
HHP 670	Community and Environmental Health	3.00
	Survey of health and environmental issues as they relate to the global community. The organizations, resources and personnel involved in promotion and maintenance of the health of a community. Also examines health education theories as they relate to creating a professional health promotion plan.	
	Typically Offered: Fall Term Only	
HHP 671	Senior Seminar: Community Health Promotion	3.00
	Development, implementation, and administration of community health promotion programs. Instructor consent is required.	
	Typically Offered: Occasional by Demand	
HHP 690	Independent Study	1.00 - 6.00
	Intensive investigation of various phases, trends and/or programs in health or human performance. Each student presents a thorough paper on a selected phase, trend or problem in human performance.	
	Typically Offered: Fall and Spring Terms	
HHP 691	Fieldwork	1.00 - 12.00
	Varied opportunities to work in field settings. Each credit equals approximately 36 hours of on-the-job experience outside the university. Normally open to juniors and seniors. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 692	Experiential Learning	1.00 - 12.00
	Credit for certain non-classroom experiences on campus. Normally open to juniors and seniors. Credit for experience is normally sought prior to its occurrence. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 694	Workshop	1.00 - 8.00
	Short-term, activity/health oriented course in a specialized area. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 695	Current Topics Seminar	1.00 - 12.00
	Advanced seminar on major contemporary developments in the area of human performance and athletics.	
	Typically Offered: Occasional by Demand	
HHP 696	Internship	10.00 - 20.00
	On-the-job experience with community agencies to provide students with realistic opportunities to apply their skills to practical problems. A student must work at a site a minimum of 450 hours to receive internship credit. Field Experiences Director's consent is required to enroll in this course.	

	Typically Offered: Fall and Spring Terms	
HHP 700	Research Seminar Advanced seminar to instruct students on the procedures and sources for obtaining the latest information in the field and to provide a forum for discussion of advances in the field. Emphasis on library research, bibliographic data retrieval, writing a seminar paper, and oral presentation of the seminar paper. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand	3.00
HHP 701	Legal Liability in Human Performance and Athletics Case study approach to liabilities that may be encountered by schools and community agencies in their human performance, athletic, intramural and recreational programs. Interpretation of legal precedents and their implications for the organization and management of sports, including, equipment, facilities, supervision, transportation, and handling of injuries. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand	3.00
HHP 702	Administration of Athletics Independent study of the administrative techniques, policies and procedures necessary to successfully administer athletic programs, including current administrative problems. Typically Offered: Occasional by Demand	3.00
HHP 703	Supervision of Human Performance History, philosophy, principles and techniques of supervising human performance in the elementary and secondary schools. Professional qualities and preparation of supervisors of student teachers in human performance will also be included. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand	3.00
HHP 704	Human Performance Curriculum Development Current types of instructional programs in elementary, middle and senior high schools. Emphasizes techniques of planning functional human performance curricula considering facilities and staff. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand	3.00

HLTH - Health

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

HWM - Health & Wellness Management

Catalog Nbr.	Course Title/Course Topics	Credits
HWM 700	Contemporary Health and Wellness Perspectives	3.00

	In this course, students will examine health and wellness concepts and probe foundational thinking associated with the contemporary health and wellness field. Expectations and development of the wellness professional will be explored.	
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 705	Strategic Management for Wellness Managers This course introduces students to management concepts to create strategic direction and the role of leadership in setting strategy capable of meeting competitive challenges within the wellness industry. Topics include key management theories; role of stakeholders; issue identification; program evaluation; and business plan development.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 710	Research Methods for Wellness Programs This course covers research methods and designs relevant to wellness program managers. Students will be introduced to various research designs including experimental and nonexperimental, as well as quantitative and qualitative research methods. The course will focus on providing a practical understanding of several statistical tools used in wellness-related research.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered:	
HWM 715	Persuasion Skills for Wellness Managers In this course, students will develop communication and persuasion skills, which are essential for wellness managers. Utilizing a variety of media and techniques, students will hone their communication skills. Students will apply key marketing concepts to mount effective marketing campaigns for their organization.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered:	
HWM 720	Exercise and Nutrition in Health and Disease This course introduces students to the roles that physical activity and nutritional practices play in the prevention, management, and treatment of chronic diseases and conditions such as obesity, cardiovascular disease, cancer, diabetes, COPD, arthritis, depression and anxiety.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 730	Biopsychosocial Aspects of Health This course is a survey of biological, psychological and social-environmental aspects of wellness. Taking an applied focus, students will learn current theoretical and evidenced-based approaches in psychology, integrative medicine, and behavioral economics that impact wellness.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 740	Health Systems and Policy for Wellness Managers This course provides information pertaining to the US Health Care system with emphasis on health and wellness. It provides an overview of the major public and private stakeholders including public health, insurance, and health care providers. Participants will examine how health policy impacts the design and financing of wellness programs.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 750	Planning and Evaluation for Wellness Managers This purpose of this course is to examine planning and evaluation as inter-related, cyclical activities. Students will examine major activities and processes involved in planning and evaluating wellness programs.	3.00
	Prerequisites: Successful completion of HWM 705 and HWM 710	
	Typically Offered: Fall and Spring Terms	
HWM 760	Wellness Law This course introduces students to the legal and ethical environment of wellness management. Topics include the Affordable Care Act, Americans with Disabilities Act and HIPAA. Students will learn effective negotiation skills that can be used when dealing with contracts and vendors.	3.00

	Prerequisites: Admission to MS in Health and Wellness Program	
HWM 770	Typically Offered: Fall and Spring Terms Behavior and Development in Organizations	3.00
	In this course, students will study organizations, their members and why people and groups behave as they do. Processes and methods that improve behavior, effectiveness, and efficiency in organizational settings will be examined. The course will also cover various methods for assessing organizational behavior and change.	
	Prerequisites: Admission to MS in Health and Wellness Program	
HWM 780	Typically Offered: Fall and Spring Terms Best Practices and Emerging Issues in Wellness	3.00
	In this course, students will study emerging trends, innovations, and best practices in the health and wellness industry with emphasis on preventative health care. Students will investigate major health challenges, programs, and policies to determine the influence of social, economic, multicultural, and global pressures on successful wellness practices	
	Prerequisites: Successful completion of HWM 700, 705, 710, 720, and 730.	
HWM 790	Typically Offered: Fall and Spring Terms Health and Wellness Management Capstone Course	3.00
	This course provides a cohesive experience designed to synthesize and apply information from the MS HWM curricula. Students complete an individual capstone experience that demonstrates thorough understanding of the knowledge, skills and disposition necessary to be a successful health and wellness manager.	
	Prerequisites: Successful completion of HWM 780	
	Typically Offered: Fall and Spring Terms	

IDS - Interdisciplinary Studies

Catalog Nbr.	Course Title/Course Topics	Credits
IDS 500	Study Abroad Placeholder Graduate Study Abroad Placeholder Graduate	0.00
	Typically Offered:	
IDS 720	Emotional Intelligence in Therapeutic Settings	3.00
	This course explores and develops competencies of emotional intelligence as applied within therapeutic settings. We will apply a collaborative approach to learning through experiential learning opportunities that develop awareness and skills.	
	Typically Offered: Fall Term Every Other Year	

ITM - Information Technology Management

Catalog Nbr.	Course Title/Course Topics	Credits
ITM 700	Communications for IT Professionals	3.00
	This course focuses on developing communication skills for IT professionals. Students will learn how to deliver effective presentations, conduct crucial conversations with stakeholders, and develop verbal and nonverbal communication skills emphasizing cultural sensitivity, diversity, and ethics. Students will also conduct relevant research and critically evaluate information to make informed evidence-based decisions.	
	Prerequisites: Admission to MS in Information Technology Management program	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 705	Leading the IT Function	3.00
	This course focuses on the differences between and application of management and leadership theories in an IT environment. Utilizing an array of assessment activities, students will identify and understand one's own personal assets and liabilities to become an effective leader and agent of change in a complex adaptive system.	
	Prerequisites: Admission to MS in Information Technology Management program	
	Typically Offered: Fall, Spring, and Summer Terms	

ITM 710	Finance for IT Managers	3.00
	This course will frame financial decisions within general and project accounting principles. Topics include: pro forma financial statements, time value of money, cash flows and equivalence, depreciation, net present value, rate of return, and ratio analysis. Students will prepare budgets that prioritize projects within constraints, address uncertainty and intangibles, and integrate with project scheduling.	
	Prerequisites: Admission to MS in Information Technology Management program	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 715	Data Science	3.00
	This course examines key data science concepts, methods, and processes. It addresses issues for developing, managing and supporting data-driven decision-making in the organization and provides knowledge and tools for incorporating data science into IT project workflows. Topics include, but are not limited to, data analytics, data warehousing, machine learning, and artificial intelligence.	
	Prerequisites: Admission to MS in Information Technology Management program	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 720	Cloud Computing and Enterprise Applications	3.00
	Students will learn to leverage cloud services to streamline computing resources, deploy enterprise applications, improve user access and system reliability, and utilize advanced computing capabilities. Foundation concepts include: virtualization, multi-tenant architecture, and software defined networking. Examines the full range of services available to organizations along with deployment strategies, evaluation criteria, economic justification, and manageability.	
	Prerequisites: Admission to MS Information Technology Management Program and ITM 710.	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 725	Enterprise Security	3.00
	Students will explore the technical, administrative, and physical aspects of IT security. They will investigate various threats within IT and fraud and apply information classification to the design of information, network and physical security. Students will evaluate the business processes of risk, business continuity, audit, and the risk within software development.	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 700	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 730	Agile and Traditional IT Project Management	3.00
	This course examines project management concepts as applied to IT projects and covers traditional PMBOK techniques such as project identification, selection, procurement, and cost/schedule preparation and monitoring. Students will be introduced to agile IT project management concepts including Scrum and Extreme Programming. This course requires students to apply these concepts to group projects.	
	Prerequisites: Admission to MS Information Technology Management Program and ITM 700 and 710.	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 735	Business Analysis and System Development	3.00
	This course focuses on the importance, role, and techniques of the business analysis function in the modern IT organization. This course is organized around the six knowledge areas and associated techniques of the Business Analysis Body of Knowledge (BABOK) specified by the International Institute of Business Analysis.	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 730.	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 740	IT Operations	3.00
	This course explores best practices and techniques for ensuring the smooth functioning of the IT infrastructure and operational environments to support development and deployment of applications and services within the organization. Coverage includes network infrastructure; servers and devices; computer operations; service management; facilities; help desk services, DevOps, and process automation.	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 735.	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 745	IT Governance, Ethics, and Regulatory Compliance	3.00
	This course examines best practices in IT governance to achieve regulatory compliance, optimize use of available resources, ensure trustworthiness of enterprise information, and support business strategies and objectives. Topics include: strategic alignment, IT service and control frameworks, portfolio management, IT risk management, and ethical issues in IT governance.	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 735	

	Typically Offered: Fall, Spring, and Summer Terms	
ITM 750	Evaluation of Emerging Technologies	3.00
	This seminar course researches, identifies and evaluates significant new trends, technologies and events influencing the global environment of information technology and systems. The course will evaluate future and disruptive technologies, strategies for successful implementation of innovative technologies, critical thinking, and ethics pertaining to its use	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 740.	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 754	Capstone Preparation	1.00
	Students select their capstone project, create a plan, define deliverables, secure approval and complete setup of their development environment. Students review concepts necessary for completion of the capstone including Agile project management, systems analysis and communicating with technical and non-technical audiences. Additional topics may be included.	
	Prerequisites: Admission to MS in Information Technology Management program	
	Typically Offered: Fall, Spring, and Summer Terms	
ITM 755	Capstone	3.00
	In this course, students complete the projects approved in the Capstone Preparation course. This course includes the management, development and delivery of an information technology project to a client or employer, including regular communication of status to both technical and non-technical audiences	
	Prerequisites: Admission to the MS Information Technology Management program and ITM 754	
	Typically Offered: Fall, Spring, and Summer Terms	

LIBS - Library Science

Catalog Nbr.	Course Title/Course Topics	Credits
LIBS 503	Information Resources and Services	3.00
	Principles and philosophies of library reference service, information literacy, reading, listening and viewing guidance, and information resources with special emphasis on the Application of Wisconsin Model Academic Standards within the school library media center. Knowledge and use of major reference resources as well as discussions of strategies for effective information services.	
	Typically Offered: Fall Term Only	
LIBS 507	Selecting and Organizing Library Resources	3.00
	Develops the ability to build and maintain resource collections by studying the principles and practices of selection, acquisition, and evaluation for resources to support the library's goals. Includes the study and application of standardized procedures for classifying and cataloging resources and maintaining electronics systems of collections.	
	Typically Offered: Fall Term Only	
LIBS 509	Information Literacy Leadership	3.00
	Introduction to information literacy program development in a range of libraries. Examines leadership roles as they relate to information literacy and the collaborative teaching responsibility of librarians.	
	Typically Offered: Spring Term Only	
LIBS 510	Young Adult Literature	3.00
	Examination of the range of print and mediated literature available to young adults. Criteria for evaluation, selection, and guidance in use to meet both student and curriculum uses are discussed. An appreciation for the literature is developed through experiences in reading, viewing, and classroom reporting.	
	Typically Offered: Fall Term Only	
LIBS 525	Administration of Library Media Programs	3.00
	Introduction to administration of library/media programs with emphasis on leadership in the library/media program, the school, and the broader community of the library/media program and the library/media specialist profession. Examines the state and national guidelines appropriate to library/media programs.	
	Typically Offered: Spring Term Only	
LIBS 606	Children's Literature	3.00

Study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content area with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.

Typically Offered:

Fall and Spring Terms

LIBS 612	Trends-Issues K-12 Literature	3.00
	Examination of literature for children and young adults published within the last 10 years. Includes reading and discussion of the literature and trends in children's and young adult reading. Also includes examination of current selection aids and other resources for teachers and librarians serving children and young adults. Topics include current thought on the digital age, internet and intellectual freedom issues, and the teaching of both children's and young adult literature in the classroom. Summer only.	
	Typically Offered: Summer Only	
LIBS 616	Advanced Administration of School Library Media Programs	3.00
	Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on "real world" issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.	
	Typically Offered: Summer Only	
LIBS 635	Technology for Teaching and Learning	3.00
	Effective use of technology with students and faculty to facilitate teaching and learning. Educational media selection, design, production, and instructional delivery to meet Wisconsin and Minnesota information and technology literacy standards. Management and planning concepts for technology in schools and libraries.	
	Typically Offered: Spring Term Only	
LIBS 640	Information Literacy	3.00
	Typically Offered:	
LIBS 645	Integrating Technology in the Library Media Program	3.00
	Use of educational theory to select, design, and implement advanced information and instructional technologies in the library media program. Development of skills in planning and providing organizational professional development, and in appropriate use of intellectual property in teaching and learning	
	Typically Offered: Spring Term Only	
LIBS 650	Topics in Library Science	1.00 - 3.00
	Concentrated study of current special or advanced topics/issues in librarianship. Topics are selected by library faculty based upon student/library community interest. Course may be repeated when topics are different. Summer only.	
	Typically Offered:	
LIBS 685	Library Practice	1.00 - 3.00
	Supervised practice in library situations providing opportunity for practical application of library principles. Primarily for those in non-teaching areas. Requires consent of the instructor. (N.B. For prospective teachers the practicum in school library media centers is included in the student teacher's professional sequence.)	
	Typically Offered: Fall and Spring Terms	
LIBS 690	Supervised School Library Practicum Combined	3.00
	This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and work in their own schools, as appropriate. Students create a portfolio demonstrating mastery of program competencies. Prerequisites: Graduate status, consent of instructor, completion of at least 21 credits at UW-Superior, 3.10 GPA in library media courses taken before entering the library media practicum.	
	Typically Offered:	
LIBS 699	Directed Studies in Librarianship	1.00 - 3.00
	Individualized study of a particular area or problem in librarianship. Topic selected requires approval of the instructor within the program who will be directing the study. May be taken in several units providing a different topic is taken each time.	
	Typically Offered: Fall and Spring Terms	

MATH - Mathematics

Catalog Nbr.	Course Title/Course Topics	Credits
MATH 681	Special Topics	1.00 - 4.00

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

Typically Offered:
Occasional by Demand

MUSED - Music Education

Catalog Nbr.	Course Title/Course Topics	Credits
MUSED 515	General Music (515) at the EC-A (74)	0.00 - 3.00
	Licensure in General Music: Post baccalaureate program leading to licensure in General Music (515) at the EC-A (74) level in the Teaching category. Program for music educators seeking additional licensure in music education, specifically, general music.	
	Prerequisites: Must hold a BME in Choral or Instrumental Music Education. Contact the UW-S Music Education Coordinator for individually designed program plan and approval.	
	Typically Offered:	

PHYS - Physics

Catalog Nbr.	Course Title/Course Topics	Credits
PHYS 681	Special Topics	1.00 - 6.00
	In-depth study of specialized current topics in physics selected by the faculty on the basis of community interest. May include workshops, seminars, field trips, special problems, independent study. May be repeated when topics are different. Instructor consent required.	
	Typically Offered:	

PSYC - Psychology

Catalog Nbr.	Course Title/Course Topics	Credits
PSYC 789	Psychology Elective	1.00 - 99.00
	Transfer credits ONLY from another accredited institution not equivalent to a UW-S course.	
	Typically Offered:	

SMGT - Sustainable Management

Catalog Nbr.	Course Title/Course Topics	Credits
SMGT 700	Cultural and Historical Foundations of Sustainability	3.00
	The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 710	The Natural Environment	3.00
	Natural cycles, climate, water, energy, bio-systems, eco-systems, the role of humans in the biosphere; human impacts on natural systems. Use of case studies; some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity; carrying capacity; natural capital.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 720	Applied Research and the Triple Bottom Line	3.00
	Document and project internal and external costs resulting from the inseparability of the natural, social and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis and business scenario based cases.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 730	Policy, Law and Ethics of Sustainability	3.00

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

Prerequisites:

Admission to M.S. in SMGT Program.

Typically Offered:

Fall and Spring Terms

SMGT 740	Economics of Sustainability	3.00
	Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 750	The Built Environment	3.00
	Explore how the built environment came to be and the intersection of human needs: water, air, food, water, waste, transportation, healthcare and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 760	Geopolitical Systems	3.00
	An examination of decision making and public policy for sustainability at the national, state, and local level, with emphasis on the social, economic, political factors affecting decisions within both the public and private sectors. Attention is given to formal American policy making processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 770	Leading Sustainable Organizations	3.00
	A macro-level perspective on leading sustainable organizations. Topics addressed include: organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stake holder management and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 780	Corporate Social Responsibility	3.00
	Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 782	Supply Chain Management	3.00
	Planning, organizing and controlling the organization's supply chain is examined in context of the triple bottom line. Total cost analyses or product and process life cycles are considered in the context of strategy and operations. Topics include: sourcing, operations, distribution, reverse logistics and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g. carbon, water, pollution). Discussion of existing and potential software systems.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 784	Sustainable Water Management	3.00

	This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered:	
SMGT 785	Waste Management and Resource Recovery	3.00
	Topics include the generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment and life cycle analysis.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 786	Climate Change	3.00
	In this course, you will explore climate change through scientific, humanistic, and sustainability frameworks. After building a strong foundation in the causes, impacts, and study of climate change, you will apply this understanding to evaluate scientific communication, environmental justice and vulnerability, and environmental policy to find solutions and strategies to address anthropogenic climate change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Spring Term Only	
SMGT 786	Climate Change	3.00
	In this course, you will explore climate change through scientific, humanistic, and sustainability frameworks. After building a strong foundation in the causes, impacts, and study of climate change, you will apply this understanding to evaluate scientific communication, environmental justice and vulnerability, and environmental policy to find solutions and strategies to address anthropogenic climate change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Spring Term Only	
SMGT 790	Capstone Preparation Course	1.00
	Research, data analysis, scholarly inquiry resulting in project proposal.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 792	Capstone Project	3.00
	Completion of approved project utilizing concepts from coursework.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 795	Special Topics in Sustainable Management	3.00
	Various specialized areas of sustainable management will be examined. This course may be repeated for credit with a different topic.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Occasional by Demand	
SMGT 799	Study Abroad	3.00
	Study abroad courses are conducted in various parts of the world and are led by one or more faculty members. This course may be repeated in different locations.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Occasional by Demand	

SPED - Special Education

Catalog Nbr.	Course Title/Course Topics	Credits
SPED 681	Seminars in Special Education	0.50 - 4.00

	Selected topics and issues in the area of special education. May be taken in several units provided a different topic or issue is studied each time.	
	Typically Offered: Occasional by Demand	
SPED 704	Assessment of Learners with Exceptionalities Addresses the study of measurement theory and basic statistics needed for understanding assessment for the purposes of eligibility for services within special education. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural, and ethical considerations. Assessment interpretation and IEP preparation is examined in depth. Students experience the administration, interpretation and reporting of a select sample of assessment tools	3.00
	Typically Offered:	
SPED 710	Neurocognition This course provides a survey of current research in cognitive neuroscience on language, memory, learning, perception and other higher cognitive functions. Neurocognition involves learning about the anatomy and physiology of the nervous system, along with some coverage of the endocrine system. Presentation of course material is based on typical and atypical development and functioning. Illustrative pathological development and atypical conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder.	3.00
	Typically Offered: Summer Only	
SPED 750	The Exceptional Learner Students research the various federally identified disability groupings of exceptionalities including examination of the effect of federal, state, and local laws and policies on education for students with these exceptionalities. Historical perspectives, legislation and litigation provide background for discussion of current models, theories and philosophies of special education today. Students complete an analysis related to current legislation, regulations, policies and/or ethical issues surrounding educational services for students with exceptionalities. The focus of this class will be through the legal lens focusing on current laws, policies, and practices in the field.	3.00
	Typically Offered:	
SPED 755	Reading-Issues & Interventions Investigate the various aspects of reading challenges so that educators can provide effective reading instruction to readers of various abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. Fieldwork with students who struggle in reading will be required.	3.00
	Typically Offered:	
SPED 756	Increasing the Rigor in Reading Instruction for Diverse Learners Deep study of the use of informational text to support reading comprehension so that educators can provide effective reading instruction to readers of various abilities. Strategies for raising the rigor in reading and writing will be explored at the elementary and secondary level. Fieldwork with students who struggle in reading will be required.	3.00
	Typically Offered: Occasional by Demand	
SPED 758	Methods of Adaptive Instruction Students observe, research and reflect upon methods, strategies, and materials for adapting curricula and instruction to meet the learning needs of students with mild to severe disabilities. This course emphasizes methods to evaluate students' academic and social needs, research and design appropriate curricula and make modifications and accommodations. Students will differentiate curriculum and instruction using high-impact teaching strategies. Students modify an existing curricular element and implement the modification.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 760	Behavior Analysis and Intervention Students research and discuss behavioral assessment theories, strategies and programs, functional behavior, positive behavior interventions and strategies, and behavior intervention plans. Students collect data to create and implement a behavior intervention plan. This course emphasizes the application of theory to the academic and behavioral development of school-age children, especially those with exceptional educational needs. Students practice communicating those applications and principles with families, teachers and other community stakeholders.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 764	Mathematics Assessment and Strategies This course assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. This course has an emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 769	Collaboration and Transition: From School to Community This course promotes working with families and community agencies. Facilitating and planning meetings with families will be an emphasis as well as establishing partnerships with community agencies that serve the needs of families with students who have disabilities. In addition, there will be concentration on transitions skills, through each level of schooling, including to postsecondary options.	3.00
	Typically Offered:	
SPED 772	Collaboration and Consultation in Special Education	3.00

	This course focuses on learning and reflecting upon the skills and dispositions necessary for managing a special education classroom and/or case load. This course includes curriculum design and evaluation, collaboration with multiple stakeholders, time management, assistive technology and universal design.	
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 775	Special Education Directed Student Teaching Students participate in field-based experience at the K-7 and 8-12 grade levels, teaching students who have severe to mild exceptional educational needs in the areas of specific learning disabilities, intellectual disabilities and emotional behavioral disabilities. A student seminar meets online for study and discussion. Students complete a professional Special Educator E-portfolio.	1.50
	Typically Offered: Fall and Spring Terms	
SPED 776	Special Education Directed Student Teaching Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, intellectual disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.	1.50
	Typically Offered: Fall and Spring Terms	
SPED 780	Action Research Methodology Focus on research methodology and topics specific to the field of education. Complete an action research project surrounding an issue of interest/need in your classroom or program through the use of a single subject design. Examine existing research and determine how it may apply to your classroom/program.	3.00
	Typically Offered: Fall and Spring Terms	
SPED 781	Independent Study This course is a uniquely designed study arranged with a particular instructor which allows the graduate student to pursue specific areas of need or interest. Approval of the topic and plan of study is required before enrollment.	1.00 - 4.00
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 784	Action Research Project This course includes the implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (staff, faculty, students and/or site). This course is cross-listed with T ED 752.	3.00
	Typically Offered: Fall and Spring Terms	

T ED - Teacher Education

Catalog Nbr.	Course Title/Course Topics	Credits
T ED 581	Selected Topics and Problems in the Area of Teacher Education Offered only as Continuing Education credits. May be taken in several units provided a different topic or program is studied each time as requested.	0.50 - 3.00
	Typically Offered:	
T ED 589	Teacher Education Elective Teacher Education Elective	1.00 - 99.00
	Typically Offered:	
T ED 607	The Middle School and Its Students Provides students with an understanding of the history, philosophy, organization, curriculum, teaching patterns, and particular student needs of middle-level educational institutions. Particular emphasis placed on the planning and maintenance of a school and classroom environment suited to middle-level students to prepare middle-level teachers with the background necessary to teach and work in middle-level schools with students aged 10-14. Field experience or Academic Service-Learning required. This course should be taken the semester prior to student teaching.	3.00
	Prerequisites: Consent of cooperating Instructor and Department Chair.	
	Typically Offered: Occasional by Demand	
T ED 686	Administration of Child Development Programs Focuses on the rapidly changing field of child development programming. Emphasis on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards-based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Through this course, student will shadow the director of a daycare facility. A minimum grade of C in this course is required for all education majors.	3.00
	Typically Offered: Occasional by Demand	

T ED 689	Teacher Education Elective	1.00 - 99.00
	Teacher Education Elective	
	Typically Offered:	
T ED 694	Principles and Practices of Inclusive Teaching	3.00
	Involves the principles inherent in the educational process for integrating children with exceptional needs into the general education school environment (K-12). Designed specifically for the study of the inclusion of students with special educational needs into the general education program and development of teacher skills and knowledge to support this placement. Typically Offered: Fall/Spring Online-On-Campus/Hybrid; Summers online on occasion.	
	Typically Offered: Occasional by Demand	
T ED 699	Directed Studies in Teacher Education	0.50 - 6.00
	Allows the student with special needs and interests to pursue particular areas and problems in education. The problem and/or plan of study requires approval of the instructor within the department who will be directing the study.	
	Typically Offered: Occasional by Demand	
T ED 711	Mathematics Assessment and Strategies	2.00
	Examines assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. Emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics (NCTM 2000).	
	Typically Offered: Occasional by Demand	
T ED 712	Education for the 21st Century	3.00
	Fosters the study of historical, philosophical, and social foundations underlying the development, purposes, organization, and issues of K-12 education in the USA. Topics also include legal, ethical, political, and economic aspects, governance, roles and responsibilities of agencies and associations, and trends. [Paper on development of content specialization as an educational area and present practices and pedagogical issues would be a course assignment.] Basics in multicultural and non-sexist education, positive and appropriate portrayal of diversity, disabilities, and instructional strategies that build inclusivity are covered. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)	
	Typically Offered: Occasional by Demand	
T ED 713	Development and Learning Theories	3.00
	Examines theories of typical and atypical child and adolescent development (physical, social, emotional, cognitive, and moral). Special emphasis is given to understanding and applications of learning theories and approaches that fit with development levels and enhance learning. Course begins to address diverse learners, motivation, management, and climate for learning that is appropriate for developmental levels. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 2, 3 and 4 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)	
	Typically Offered: Fall and Spring Terms	
T ED 716	Interactive and Accessible Learning in Alternative Delivery	3.00
	Explores traits of various educational delivery models and methods for developing learner-centered curriculum which engages all learners in any mode. Addresses instructional design models and implementation strategies in alternative delivery methods.	
	Typically Offered: Spring and Summer Terms	
T ED 717	School Partnerships with Families and Communities	3.00
	Examines the collaborative efforts of educators to support successful family-school-community partnerships that foster development and learning for all learners. Includes strategies and approaches to supporting the diverse cognitive social and emotional needs of learners as a collaborative effort.	
	Typically Offered: Fall and Summer Terms	
T ED 718	Teachers as Leaders	3.00
	Examines the nature of teacher leadership and the impact on student learning within a school setting. Emphasis on the roles of teachers as agents of positive and sustainable change.	
	Typically Offered: Fall and Summer Terms	
T ED 724	Teaching as Reflective Decision Making: Professional Development for 21st Century	3.00
	Students clarify their professional needs and philosophies using understandings of current issues and license renewal processes, and reflective tasks regarding their own practice. For Wisconsin teachers and other teachers building a professional development plan/portfolio, this course offers support in identifying and reflecting on professional strengths and weaknesses in relation to standards in the field, and setting goals for professional development, as required by license renewal under Wisconsin PI34. Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward both the Professional and Master Educator licenses; and INTASC and National Board Standards.	
	Typically Offered: Occasional by Demand	

T ED 728	Diversity Exploration in a K-12 Setting	3.00
	Examination of the issues related to inequities and inequalities in PK-12 classrooms. Explores diversity in education from an historical perspective to inform teaching practices regarding race, culture, class, and gender. Considers power dynamics, pedagogy, and ideologies that frame education in our schools.	
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 734	Current Developments in Student Learning and Their Applications	3.00
	Study of foundational and recent theories in learning, motivation, and learning environments, and their practical implementation in today's array of classroom. Focuses on how students learn and how to impact student engagement.	
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 739	Workshop in Supervision of Student Teachers	1.00
	Participants are informed of the policies, procedures and methods used in the supervision of student teachers at UW-Superior. Aimed primarily at teachers who teach subjects and grade levels for which there are shortages of approved cooperating teachers.	
	Typically Offered: Occasional by Demand	
T ED 740	Seminar in Supervision of Student Teachers/Interns	2.00
	Study of policies, procedures and methods used in supervision of student teachers and interns. Open to those who are actual or potential supervisors of student teachers and interns, and is a requirement for teachers who will serve as cooperating teachers in the student teaching and internship program.	
	Typically Offered: Occasional by Demand	
T ED 741	Using Educational Assessment to Inform Practice	3.00
	Study of the principles followed in constructing, using and analyzing formal and informal assessment tasks, tools, standardized tests and results of educational research in the classroom.	
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 744	Trends in Curricular and Instructional Practices	3.00
	Engages teachers in analyzing and reflecting on current developments and practices in curriculum planning and instructional strategies in k-12 classrooms.	
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 750	Foundations of Action Research	3.00
	Emphasizes research methodology and topics specific to the field of education. Students develop an action research project surrounding educational issues in a classroom, program, or site through a single subject design (in quantitative, qualitative, or mixed methods). The focus is on creating an action research proposal and plan that addresses existing research and current needs.	
	Typically Offered: Fall and Spring Terms	
T ED 752	Action Research Project	3.00
	Implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (faculty, staff, students, and/or site). Cross listed with SPED 784	
	Typically Offered: Fall and Spring Terms	
T ED 754	School Law for Classroom Teachers	3.00
	Study the legal framework within which all school employees must operate. Emphasis on laws and sources of laws which affect students, teachers, and instruction.	
	Typically Offered: Fall and Spring Terms	
T ED 781	Independent Study	1.00 - 4.00
	Specially designed studies to allow the graduate student to pursue specific areas of need or interest. Approval of the topic of study and the plan of study by the instructor directing the study is required before enrollment.	
	Typically Offered: Occasional by Demand	
T ED 789	Teacher Education Elective	1.00 - 99.00
	Teacher Education Elective	
	Typically Offered: Occasional by Demand	

Catalog Nbr.	Course Title/Course Topics	Credits
WRIT 680	<p>Writing and Healing</p> <p>Exploration of theoretical and applied aspects of writing and healing. Forms studied and practiced may include poetry, story-telling, journaling, guided autobiography, and/or creative nonfiction, with focus on restorative benefits of narrative and imagistic writing.</p> <p>Typically Offered: Spring Term Every Other Year</p>	3.00
WRIT 695	<p>Directed Studies in Writing</p> <p>Supervised graduate study and research in Writing. Repeatable up to nine credits.</p> <p>Typically Offered: Occasional by Demand</p>	1.00 - 3.00
WRIT 698	<p>Prior Learning Portfolio</p> <p>Facilitation of student's creation of a portfolio that documents prior learning. Reflection and analysis of prior learning experiences to articulate knowledge, understanding, and skills that may meet graduate-level learning outcomes. Designed for students with significant work and life experiences.</p> <p>Typically Offered: Fall and Spring Terms</p>	1.00

List of Graduate Programs

- [Master of Science in Cybersecurity](#)
- [Master of Science in Data Science](#)
- [Master of Science in Education - Counseling](#)
- [Master of Science in Education - Instruction](#)
- [Master of Science in Education - Special Education](#)
- [Master of Science in Education in Educational Administration](#)
- [Master of Science in Health and Wellness Management](#)
- [Master of Science in Information Technology Management](#)
- [Master of Science in Sustainable Management](#)
- [Post Baccalaureate Program -- Special Education Licensure Option](#)
- [Specialist Degree in Education in Educational Administration](#)

Academic Policies and Procedures

- [Graduate Academic Policies](#)
- [Exceptions to Graduate Studies Policies](#)

Graduate Academic Policies

Class Hour and Credit Definitions (AP1127)

A class hour is defined as 50 minutes. The following definitions refer to the number of class hours during a semester that is approximately 15 weeks long or an equivalent amount of time for terms of longer or shorter duration.

One on-campus class credit is defined as: 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week.

One online learning or hybrid class credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

One laboratory credit is defined as: a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week.

One studio credit hour is defined as: a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week.

One ensemble music credit is defined as: a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week.

One internship or practicum credit is defined as: at least 45 hours of supervised work in a field placement each semester.

One individualized study credit (e.g. thesis, independent and applied music) is defined as: a minimum of 3 class hours of direct instruction and/or individual work each week.

Course Repeat Policy (AP1114 G)

Graduate students may repeat only courses for which they earned a grade of C or lower. The grade earned in the repeated course replaces the initial grade and is used to calculate the student's cumulative GPA. The previous grade remains on the official graduate student transcript, but does not calculate into the graduate student's cumulative GPA. Graduate students may only repeat courses at UW-Superior.

Credit by Examination

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

Credit Load and Enrollment Status

See Status Definitions for Financial Aid and enrollment credit load purposes:
<https://www.uwsuper.edu/finaid/policies/enrollment-status-definitions-for-financial-aid.cfm>

The minimum full-time credit load for a graduate student is nine credits per semester. The maximum load for a graduate student is 15 credits per semester. The maximum load includes [Center for Continuing Education](#) classes. Graduate students may enroll for a maximum of 12 credits during [Summer College](#).

Credit for Prior Learning (AP1501G)

Graduate Credit for prior learning through portfolio assessment is an available option at the University of Wisconsin-Superior. A learning portfolio is a formal written document that identifies the knowledge and skill acquired through non-formal learning and provides evidence to support a request for credit. Credit for prior learning is not granted for the experience itself, but for the verifiable learning outcomes which grew out of the experience. This credit can be granted for demonstrated learning that results from life experiences (e.g. employment, volunteer work, community service, travel, military service). The student's learning must relate to the learning outcomes in a particular academic program at the University of Wisconsin-Superior. The learning which occurred as a result of these experiences must be validated in accordance with this policy to ensure it is equivalent to that acquired at the graduate level in terms of quality and outcomes.

To qualify for graduate credit for prior learning:

1. The student must be enrolled as a graduate student in good standing at UW-Superior
2. Learning to be gained through experiences as credit for prior learning cannot be more than 7 years old
3. No more than 9 graduate credits can be awarded for prior learning

4. No more than 9 combined graduate credits of prior learning and transfer credits may be applied to a graduate degree

Credit for Prior Learning through Portfolio Assessment. UW-Superior grants credit based on prior learning experience when these criteria are satisfied:

1. The portfolio process requires presentation of evidence supporting a claim that, through extensive work and life experience, the student has mastered learning outcomes equivalent to those for a particular course.
2. Verification and documentation of what was learned must be presented. If evidence to verify and document the learning experience is not presented there is no basis for judgement and evaluation.
3. What was learned must be communicated to the appropriate faculty member(s). If what was learned from the experience cannot be communicated, then no evaluation is possible. A documented portfolio is prepared by students and evaluated by the faculty. Credit awarded through this process can be used to fulfill graduation requirements.
4. Portfolio credits usually do not transfer to another institution. It is at the discretion of the institution to which you are transferring as to whether or not they accept portfolio credits.
5. Evaluation will be on a "P" (pass) or "F" (fail) basis.
6. If you plan on seeking State licensure upon completion of your degree it is your responsibility to ensure the appropriate State licensing board will accept credits with a Pass/Fail grade.
7. Fees include an administrative fee plus a per credit fee for credits assessed. Assessment fees are paid upon submission of the portfolio for assessment. The department examining the portfolio is designated those fees.
8. The university accepts credit awarded for prior learning through portfolio assessment by other regionally accredited colleges and universities, through the same process used to award transfer credit.
9. For more information on assessment guidelines, assessment forms and sample portfolios, refer to www.uwsuper.edu/pla.

Degree Completion within a Ten-Year Limit

All credits used in meeting the requirements of a graduate degree or certification in professional education must be earned within a period of not more than 10 consecutive years, commencing with the enrollment date in courses applicable to the degree (or certification program), rather than the completion date of applicable courses.

Degree Posting

Degree posting is the mechanism for officially adding that a given degree has been completed to the student's official transcript. Degrees will not be posted to transcripts with Incomplete (I) or In-Progress (IP) grades listed on the transcript. Ultimately, it is the student's responsibility to ensure all I and IP grades have been replaced with regular grades prior to applying for a degree.

Final Examination

The graduate programs may require students to complete a written and/or oral final examination.

Grading System

No grade below C earns graduate credit. A 3.00/4.00 grade point average is required for graduation.

Graduate Courses Numbers

Only courses numbered 500 and above may be accepted as graduate courses. Requirements are established by the course instructor and approved by the [Graduate Council](#)

Incomplete Grade (AP1113 G)

A grade of Incomplete (I) may be assigned by an instructor when a student has completed at least two-thirds of the class assignments, but has been prevented by emergency circumstances from completing the course. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without again attending regular class sessions or needing extensive instructor supervision within one calendar year.

Instructors who assign an I grade must submit a change of grade form (requesting the I be replaced by a regular grade A-F or P) within one calendar year. If a grade change is not submitted by the instructor who assigned the incomplete grade within one year from the term in which the I grade was assigned, the Registrar's Office will lapse the Incomplete grade to a Failing (F) grade (per university policy).

In Progress Grade (AP1113 G)

A grade of In-Progress (IP) may be assigned by an instructor in specially designated courses where the expectation is that students cannot finish the course within one calendar year.

There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully within two calendar years following the term in which the IP was assigned without attending regular class sessions or needing extensive instructor supervision (per university policy). Courses meeting this requirement are student teaching, internships, capstones, thesis or exit projects. ONLY specific courses on file with the Registrar's Office can be assigned IP grades. Refer to AP1107 for list of courses.

Instructors who assign an IP grade must submit a change of grade form (requesting the IP be replaced by a regular grade A-F or P) within two calendar years of the date the IP grade was assigned. If a grade change form is not submitted by the end of two calendar years, by the instructor who assigned the IP grade (per university policy), the Registrar's Office will lapse the IP grade to a Failing (F) grade.

Reentry of Inactive Graduate Students

Students who have not enrolled in graduate coursework within a calendar year are considered inactive. Inactive students must update and reactivate their files by completing a Graduate Reentry form before they will be eligible to register for graduate courses. Forms are available at www.uwsuper.edu/graduate and the Graduate Studies Office.

Registration

[Dates for advanced registration](#) are published. Students should meet with their advisor before registration.

Residency Requirement for Earning a Graduate Degree (AP1116 G)

A minimum of half or 50 percent of the required credits including the last nine (9) credits of each graduate program must be earned through UW-Superior.

Responsible Conduct of Research (AP1201)

Use of IRB to Protect Human Subjects

UW-Superior meets current federal regulations by expecting that all students and faculty doing research will receive training in responsible conduct of research (complete policy found in AP1201, Responsible Conduct of Research).

All research dealing with human subjects must secure approval from the UW-Superior [Institutional Review Board](#) for the Protection of Human Subjects.

Second Master's Degree

Additional master's degrees are permissible but each such degree requires 30 to 60 semester credits (per the catalog requirements) beyond the credits earned for the previous master's degree(s). Courses taken as part of a prior master's degree may not count toward the credit requirement for a subsequent master's degree. Students who have completed a master's degree program at UW-Superior who wish to re-enter for a second master's degree may use a Re-Entry form available as indicated above.

Senior Students Enrolling in Graduate Courses

Second-semester UW-Superior seniors, with approval of the Graduate Council, may take a maximum of six graduate semester credits in courses numbered 500-699 during their final semester, subject to certain provisions. The graduate credits must be beyond those required for the baccalaureate degree, and cannot count toward the baccalaureate degree. Permission to enroll for the graduate credits requires approval of the Graduate Council, obtained by means of a petition during the prior semester. Seniors seeking this privilege must meet the grade point average required for unconditional admission to Graduate Studies. Undergraduate academic fees will be charged for these six graduate credits. After completion of an undergraduate degree, these graduate credits will be entered on the student's graduate transcripts. The student will have to pay the differential between undergraduate and graduate fees for the process to be completed.

Thesis, Seminar Paper or Project

All master's degree candidates are required to complete a thesis, seminar paper or culminating project as prescribed by the graduate program and approved by the faculty advisor. Evidence of completion of this requirement must be verified by the advisor as indicated on the student's Plan of Study. The thesis, paper or project must be submitted electronically to the student's advisor. The thesis will be submitted to the UW-Superior [Library](#). Individual programs may require additional copies of the final thesis, paper or project.

Transfer Credit (AP1115 G)

Admitted Graduate student may transfer up to 9 credits, appropriate for the degree/major enrolled in, from other institutions regionally accredited to offer graduate programs.

No credit below a grade of B will transfer. No credit will be allowed for graduate work completed more than ten years before the expected degree date, or work used to complete another degree.

Graduate students who wish to transfer credit from another accredited institution must:

1. Have an official transcript sent to the Graduate Studies Office.

2. Complete a Transfer Credit Request form (available in the [Forms area of the Graduate Studies Office](#)).
3. Each course transferred must have approval of the graduate student's faculty advisor and department.

Each course accepted as transfer will be recorded on the student's official graduate transcript by [Graduate Studies](#).

Exceptions to Graduate Studies Policies

Exceptions to established Graduate Studies policies may be requested by submitting a petition to the Graduate Council. Petitions are student initiated and brought forward to the Graduate Council through the student's advisor. Petition forms are available in the [Forms Area of the Graduate Studies Office](#).

Academic Programs

- [Counseling](#)
- [Cybersecurity](#)
- [Data Science](#)
- [Educational Administration](#)
- [Health and Wellness Management](#)
- [Information Technology Management](#)
- [Instruction Program](#)
- [Special Education Program](#)
- [Sustainable Management](#)

Counseling

- [Counseling Program](#)
 - [Master of Science in Education - Counseling](#)

Counseling Program

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

Admission Requirements

Admission to the Counseling Programs begins with application for admission to Graduate Studies online at www.uwsuper.edu/graduate. For information call 715-394-8295 . In addition to the application to the Office of Graduate Studies, the application for admission to the Counseling Program must contain:

1. Resume and Letter of Intent addressing:
 - i. Service to community
 - ii. Volunteer work
 - iii. Commitment to others
 - iv. Work and professional goals
 - v. Areas which the applicant considers to be his or her strengths or weaknesses.
2. Three letters of reference (one or two academic letters from post-secondary instructors and one or two employment letters) that speak to the candidate's ability to succeed in graduate school.
3. Official transcripts of all undergraduate and graduate work.
4. An undergraduate degree in Psychology, Social Work, Sociology, Education, or related social science with a GPA of 2.75/4.0 or higher. Students admitted as probationary must complete nine semester credits of introductory Counseling courses at the Graduate level with a GPA of 3.0/4.0 or higher to gain unconditional admittance to the program. There is no conditional admission to the School of Counseling Program.
5. Pass a Criminal Background Check.
6. The Counseling program reserves the option to conduct an interview with candidates.
7. All candidates will be evaluated throughout the program on their professional dispositions, including the counseling ethical codes and Wisconsin and Minnesota State licensure laws, expectations and requirements.

Master of Science in Education - Counseling

Counseling M.S.E. Requirements:

The M.S.E. in Counseling is designed for individuals who seek to provide direct human service in a variety of settings within a pluralistic society. Central to the Counseling program is the preparation of professionals in three major counseling functions, which include:

- Prevention of personal and interpersonal problems;
- Fostering of optimal human development; and
- Remediation of existing social-emotional-developmental concerns.

The Counseling degree is comprised of a minimum of 48 graduate semester credits of prescribed graduate-level courses, specific to the student's area of specialization. Students are required to take a clinical concentration in one of the following: Clinical Mental Health Counseling (LPC or LPCC), School Counseling, Marriage and Family Therapy, or Human Relations. Because this is a state licensure program, modifications can occur at any time to maintain alignment with state law and accreditation standards. Up-to-date information will be provided on request. A professional portfolio is required for graduation. The portfolio is introduced in the COUN704 Introduction to Counseling class and culminates in the COUN 756 and COUN 758 Internship Classes. For School Counseling students passing scores on the "Praxis: Professional School Counselor 5421" are required for graduation. Academic Service Learning and other High Impact Practices are integrated throughout the program.

The Counseling program is designed to meet State of Wisconsin Licensure requirements. Students considering work in other states are encouraged to get the specifics of that particular state. The Counseling program is aligned with state and national accreditation standards and prepares students for licensure eligibility. For additional information regarding the Counseling program, visit www.uwsuper.edu/graduate. Once in the program, students will develop a program plan of study with an advisor after the first nine credits of graduate work.

Up to 63 total credits are required for this major, depending on the specific track chosen. Counseling core course requirements (42 credits required plus one of the tracks listed below):

COUN 702: Counseling Theories -- 3.00 credits

COUN 704: Introduction to Counseling -- 3.00 credits

COUN 706: Pre-practicum -- 3.00 credits

COUN 712: Family Counseling -- 3.00 credits

COUN 724: Behavior Modification for Abnormal Behavior -- 3.00 credits

COUN 728: Career Counseling -- 3.00 credits

COUN 738: Multicultural Counseling -- 3.00 credits

COUN 744: Clinical Mental Health Diagnosis and Treatment Planning -- 3.00 credits

COUN 746: Ethics in Professional Counseling -- 3.00 credits

COUN 750: Practicum -- 1.50 - 3.00 credits

COUN 752: Group Practicum -- 3.00 credits

COUN 756: Internship-School (preK-12) -- 3.00 - 6.00 credits

COUN 758: Internship-Clinical/MFT/Human Relations -- 3.00 - 6.00 credits

COUN 760: Introduction to Assessment -- 3.00 credits

COUN 761: Research-Based Program Evaluation -- 3.00 credits

The Internship in Counseling requires 600 hours of community- or school-based practice in skill applications within the student's chosen concentration. 240 hours of this internship are direct-service hours. A Marriage and Family Therapy is 600 hours, 300 of which are direct service hours. 150 of these must be with couples or families. This is carried out under the supervision of a licensed site supervisor in cooperation with the university advisor. The internship experience is supported by regular class and advisor meetings to discuss and integrate experiences. More extensive guidelines related to the internship are available upon request.

Clinical Mental Health Track (LPC option) courses (9 credits required):

COUN 730: Human Growth and Development -- 3.00 credits

COUN 734: Chemical Dependency and the Family -- 3.00 credits

COUN 742: Psychopathology -- 3.00 credits

Clinical Mental Health Track (LPCC option) courses (21 credits required):

Required 9 credits:

COUN 730: Human Growth and Development -- 3.00 credits

COUN 734: Chemical Dependency and the Family -- 3.00 credits

COUN 742: Psychopathology -- 3.00 credits

Choose 12 additional credits below:

COUN 714: Family Group Systems -- 3.00 credits

COUN 716: Couple and Marital Counseling -- 3.00 credits

COUN 718: Family Crisis Intervention -- 3.00 credits

COUN 720: Counseling Children -- 3.00 credits

COUN 722: Counseling Adolescents -- 3.00 credits

COUN 740: Counseling and Human Sexuality -- 3.00 credits

SPED 710: Neurocognition -- 3.00 credits

Marriage and Family Therapy Track courses (21 credits required):

COUN 714: Family Group Systems -- 3.00 credits

COUN 716: Couple and Marital Counseling -- 3.00 credits

COUN 718: Family Crisis Intervention -- 3.00 credits

COUN 730: Human Growth and Development -- 3.00 credits

COUN 734: Chemical Dependency and the Family -- 3.00 credits

COUN 740: Counseling and Human Sexuality -- 3.00 credits

COUN 742: Psychopathology -- 3.00 credits

School Counseling Track courses (12 credits required):

COUN 708: Organization and Administration of School Counseling and Other Pupil Services -- 3.00 credits

COUN 720: Counseling Children -- 3.00 credits

COUN 722: Counseling Adolescents -- 3.00 credits

COUN 726: Developmental Guidance and Counseling -- 3.00 credits

There is no conditional admission to the School of Counseling Program. A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is measured for program completion for Wisconsin licensure.

Human Relations Track

The Human Relations Track is designed for individuals who seek to work in nonclinical human service setting such as higher education, criminal justice, business, health care, and administration. Most students in Human Relations already are engaged in careers but want to upgrade their skills, explore other interests, or need an additional degree to reach the next level at their place of employment. Students gain an understanding of human behavior, group process, organizational/developmental dynamics, and effective methods of communication through counseling core courses. Before the end of their second semester, Human Relations students develop a plan of study with their advisor. The plan maps out and explains how the set of courses will

prepare the student for her or his intended professional focus. The Internship course is taken during the student's last semester of study. 30 credits are required for the Human Relations degree. This is a non-practitioner degree; it does not prepare the student for certification, licensure, or the title of counselor.

Prescribed courses for the Human Resources track are as follows (30 credits total):

Human Relations Track Core Courses (21 4-credits required):

COUN 702: Counseling Theories -- 3.00 credits

COUN 704: Introduction to Counseling -- 3.00 credits

COUN 706: Pre-practicum -- 3.00 credits

COUN 712: Family Counseling -- 3.00 credits

COUN 738: Multicultural Counseling -- 3.00 credits

COUN 758: Internship-Clinical/MFT/Human Relations -- 3.00 - 6.00 credits

The 600 hour internships in Human Relations are field-based, providing practice in skill applications within the students' chosen fields. They are carried out under the supervision of a site supervisor in cooperation with the university advisor. Experiences are supported by weekly class meetings to discuss and to integrate experiences. The remaining 9 credits can come from Counseling or other graduate-level courses. Students work with their advisor to determine these courses

Cybersecurity

- [Master of Science in Cybersecurity](#)
- [Student Learning Outcomes and Program Objectives](#)
- [Admission and Program Requirements](#)
- [Faculty and Instructional Staff](#)
- [Curriculum and Courses](#)

Master of Science in Cybersecurity

The M.S. in Cybersecurity represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the cybersecurity field. The degree represents a fully online, asynchronous curriculum comprised of 34 credits to include 7 core courses, 3 track courses, and 2 capstone courses (a one-credit capstone preparation course and a three-credit capstone course) to satisfy degree requirements. UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Superior will offer the program jointly. The program will equip students with the skills needed to effectively develop, implement and maintain a security strategy within diverse organizations and industry sectors. Core courses provide students with a solid foundation in data and network security, compliance, strategic planning, program design and management, legal and ethical issues in cybersecurity, cryptography, risk management and technical communications. Students must complete one of four unique tracks which assist students in tailoring their coursework to meet their career goals: digital forensics, cyber response, governance and leadership, and security architecture. The curriculum was developed in alignment with defined requirements of the Center for National Centers of Academic Excellence in Cyber Defense (CAE-CD) and several established and recognized industry certifications.

Student Learning Outcomes and Program Objectives

Students completing the M.S. in Cybersecurity degree will gain the following core competencies:

1. Analyze and resolve security issues in networks and computer systems to secure an IT infrastructure
2. Design, develop, test, and evaluate secure software
3. Develop policies and procedures to manage enterprise security risks
4. Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities, and training
5. Interpret and forensically investigate security incidents

Admission and Program Requirements

Admission to the Master of Science in Cybersecurity program requires:

- Bachelor's degree
- 3.0 GPA
- Prerequisite coursework in:
 - o Introduction to Computer Science (must include significant programming content)
 - o Calculus or Statistics (Students will be required to satisfy all program prerequisites prior to formal admission into the program. Academic Directors are provided the option to waive one or more prerequisites based, in part, on student background and work experience.)
- Two letters of recommendation (can be professional or academic)
- Resume
- Up to 1,000 word statement of personal intent describing decision to pursue this degree and what you believe you will bring to the information technology field
- No required aptitude tests (GRE, GMAT, e.g.)

Provisional Admission Process

Provisional admission will be considered using the following guidelines:

- 2.5 and above at the discretion of the Academic Director and home campus
- Below 2.5 – with Academic Director Approval – student can remediate by taking two of the following MS-C introductory courses and earning a B or better in each course:

CYB 700: Cybersecurity Fundamentals -- 3.00 credits

CYB 703: Network Security -- 3.00 credits

CYB 705: Cybersecurity and Society -- 3.00 credits

Faculty and Instructional Staff

Jonathan Totushek, Assistant Professor, Academic Director
Shin-Ping Tucker, Professor

Curriculum and Courses

Core Courses

CYB 700: Cybersecurity Fundamentals -- 3.00 credits
 CYB 703: Network Security -- 3.00 credits
 CYB 705: Cybersecurity and Society -- 3.00 credits
 CYB 707: Cybersecurity Planning -- 3.00 credits
 CYB 710: Introductory Cryptography -- 3.00 credits
 CYB 715: Managing Security Risk -- 3.00 credits
 CYB 720: Communication in Cybersecurity -- 3.00 credits

Track 1 - Digital Forensics

CYB 725: Computer Forensics -- 3.00 credits
 CYB 730: Computer Criminology -- 3.00 credits
 CYB 735: Network Forensics -- 3.00 credits

Track 2 - Cyber Response (Defense, Incident & Attack Response)

CYB 740: Incident Response and Remediation -- 3.00 credits
 CYB 745: Secure Operating Systems -- 3.00 credits
 CYB 750: Offensive Security -- 3.00 credits

Track 3 - Governance & Leadership (Communication, Management, Policy, Compliance)

CYB 755: Security Administration -- 3.00 credits
 CYB 760: Leadership & Teams -- 3.00 credits
 CYB 765: Cybersecurity Management -- 3.00 credits

Track 4 - Security Architecture (Systems, Software, Data)

CYB 770: Security Architecture -- 3.00 credits
 CYB 775: Applied Cryptography -- 3.00 credits
 CYB 780: Software Security -- 3.00 credits
 CYB 785: Cyber-Physical Sys. Security -- 3.00 credits

Capstone Courses

CYB 789: Cybersecurity Pre-capstone -- 3.00 credits
 CYB 790: Cybersecurity Capstone -- 3.00 credits

Data Science

- [Master of Science in Data Science](#)
- [Admission Requirements](#)
- [Faculty and Instructional Staff](#)
- [Curriculum & Courses](#)

Master of Science in Data Science

Organizations in nearly every industry are racing to hire qualified professionals with the skills to transform big data into big insights and better decisions. By uncovering insights hidden within large and complex data sets, organizations in nearly every industry can solve problems and seize opportunities they never knew existed. For example, healthcare systems can identify at-risk patients and intervene sooner. Police departments can predict crime and stop it before it starts. Retailers can better forecast inventory to optimize supply-chain efficiency. The possibilities are endless.

The UW Master of Science in Data Science program will teach you how to clean, organize, analyze, and interpret unstructured data, deriving knowledge and communicating your discoveries clearly to stakeholders. The 12-course, 36 credit program, is taught by expert faculty offering flexible schedules.

Admission to the program requires a bachelor's degree and a 3.0 GPA. Aptitude tests, such as the GMAT and GRE, are not required.

Grow your skills with a multidisciplinary curriculum focused on providing you with the skill set employers are searching for. In the program, you will learn how to:

- Identify and assess the data science needs of any organization
- Collect and manage data to devise solutions to data science challenges
- Select, apply, and evaluate models used to solve data science task
- Interpret data, extract meaningful information and assess finding
- Effectively communicate findings in various formats for non-technical stakeholders
- Interpret and apply professional code of ethics and conduct regarding data use
- Transform findings from data resources into actionable business strategies that create a competitive advantage

The online Data Science master's program is a collaborative effort of University of Wisconsin - Extension, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Superior.

Master of Science in Data Science Program Features

- **Student Support:** Experienced UW-Superior advisors understand your needs, provide support and connect you with resources to get ahead.
- **Convenience:** Because all classes are fully online, you can complete the program from where you live and work, studying at the time of day that's convenient for you.
- **Quality:** Courses in the Online Master of Science in Data Science program are taught by the University of Wisconsin's excellent faculty.
- **Focus:** This 12-course program keeps you on track toward completing your degree.

Admission Requirements

Admission to the UW Master of Science in Data Science requires:

- A bachelor's degree and a cumulative grade point average (GPA) of 3.0. Official college transcripts are required. Students with a GPA of less than 3.0 may be considered for a provisional admission. Please contact an enrollment advisor for more information-see phone hours and contact information below.
- Prerequisite coursework in elementary statistics, introductory computer programming, and introduction to databases. Relevant work experience may be considered in lieu of this coursework. Please contact an enrollment advisor for details.
- Your resume.
- Two letters of recommendation (can be professional or academic).
- A personal statement of up to 1,000 words describing the reasons behind your decision to pursue this degree and what you believe you will bring to the data science field. Space for the personal statement is included in the online application.
- No aptitude tests (GMAT, GRE) are required.

Faculty and Instructional Staff

Ethan Christensen, Assistant Professor, Academic Director
Rick Moran, Assistant Professor
Mary Tripp, Adjunct Senior Lecturer

Curriculum & Courses

The UW Master of Science in Data Science program offers a rigorous curriculum grounded in computer science, math, management and communication. In the program, you are required to take each of the 12 courses in the curriculum. Each course is three credits.

Program Requirements:

- DS 700: Foundations of Data Science -- 3.00 credits
- DS 705: Statistical Methods -- 3.00 credits
- DS 710: Programming for Data Science -- 3.00 credits
- DS 715: Data Warehousing -- 3.00 credits
- DS 730: Big Data: High Performance Computing -- 3.00 credits
- DS 735: Communicating about Data -- 3.00 credits
- DS 740: Data Mining & Machine Learning -- 3.00 credits
- DS 745: Visualization and Unstructured Data Analysis -- 3.00 credits
- DS 760: Ethics of Data Science -- 3.00 credits
- DS 775: Prescriptive Analytics -- 3.00 credits
- DS 780: Data Science and Strategic Decision Making -- 3.00 credits
- DS 785: Data Science Capstone -- 3.00 credits

Educational Administration

- [Graduate Faculty](#)
- [Master of Science in Education in Educational Administration](#)
- [Specialist Degree in Education in Educational Administration](#)
- [Admission Procedures Master's Level Program](#)

Graduate Faculty

Tanzeem Ali, Assistant Professor
 Carol Brown, Associate Professor
 Steven Baule, Assistant Professor
 Suzanne Griffith, Professor, Chair
 Bhesh Mainali, Assistant Professor
 Mary Lee Nichols, Associate Professor
 John Paul, Associate Professor
 Matthew Ridenour, Assistant Professor
 Brian Welsh, Assistant Professor
 Christy Wilkin, Assistant Professor
 Amanda Zbacnik, Assistant Professor

Contributing Graduate Faculty

Randy Barker
 Tamara Bergum
 Amy Fullerton
 Barry Kamrath
 Susan Larson Kidd
 Marsha Lue
 Lee Oling
 Tanya Skalecki
 Chad Trowbridge
 Larry Zeman

Master of Science in Education in Educational Administration

***Notice:** Due to pending licensure program approvals by the Wisconsin Department of Public Instruction (DPI), program requirements are subject to change for students entering Fall 2019. Students affected by any approved changes which occur in the 2019-2021 catalog will be formally notified by the UW-Superior Educator Program.

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

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

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

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

Specialist Degree in Education in Educational Administration

The Specialist Degree in Educational Administration (Ed.S.) is designed as a planned professional program for educational administrators. Administrators seeking admission to the program may wish to increase their competencies or satisfy certification requirements for present professional positions or positions with new and increased responsibilities. The Ed.S. degree is an action, research-based, postgraduate degree. The program graduate will possess an advanced knowledge base that is grounded by current theory, research and wisdoms of professional practice for one's area of specialization within the program. Acquired research and statistical methodological skills are program requirements for the awarding of this degree. The focus of the Specialist program is to provide career educational administrators with an amalgamation of advanced theoretical concepts, specialized professional skills, and technical knowledge. The Specialist Degree is the terminal degree at UW-Superior that requires a minimum of 30 graduate semester credits beyond the master's level.

A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

The programs of advanced specialization for the postgraduate Specialist Degree is School District Administrator (Superintendent)

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

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

Specialist Degree Admission Procedure

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

Application for Admission to Graduate Studies

Application for admission to post-graduate study must be initiated by [contacting the UW-Superior Office of Graduate Studies](#).

Additional Admission Requirements:

1. Current professional résumé or vita.
2. Written evidence of three years of teaching experience or equivalent. Three years of successful teaching experience is required prior to administrative endorsement by the UW-Superior Institutional Certification Office. Admission to the educational specialist program requires a candidate hold a principal certificate.
3. Hold a masters' degree from an accredited college or university.
4. On the basis of a 4.00 cumulative grade point average (GPA) evaluation scale: Minimum undergraduate cumulative GPA of 2.75 and minimum graduate cumulative GPA of 3.00.
5. Maintain minimum cumulative 3.00 GPA for all educational administration graduate coursework.
6. All necessary papers and information filed with the Graduate Studies Office.

There is no conditional admission to the Specialist Degree in Education in Educational Administration.

Advisement and Graduate Faculty Committee

Following initial admission to the Ed.S. program, the Department of Education shall assign the Ed.S. student an advisor.

Ed.S. Internship Requirement

All Ed.S. students must complete a semester long internship for a total of 160 hours in the superintendency. Students must make written application to and obtain approval from the Educational Administration Director of Field experience. Additionally, students must have written pre-approval from a practicing educational administrator with a District Administrator license who will serve in an on-site supervisory capacity with mentoring responsibility.

The internship is scheduled for an academic school semester. Enrolled students are also expected to attend an internship seminar during the academic year held online.

Ed.S. in Educational Administration Program Standards

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

1. Educational Administration program's required coursework.
2. A 3 credit internship in a superintendency
3. Comprehensive examination in the superintendency.
4. An e-portfolio as required by PI 34. The portfolio is designed to reflect and integrate and demonstrate performance of the eleven Wisconsin Administrative Standards.
5. An Administrative Analysis based on statistical methods and active research.

Educational Administration Ed.S. Program Coursework

EDAD 810: School Human Resources -- 3.00 credits

EDAD 820: The Superintendency -- 3.00 credits

EDAD 825: Facilities Planning and Utilization -- 3.00 credits

EDAD 830: Diverse School Community Relations -- 3.00 credits

EDAD 850: School Finance and Resource Allocation -- 3.00 credits

EDAD 842: Professional Ethics for School Administrators -- 3.00 credits

EDAD 851: Politics Of Education -- 3.00 credits

EDAD 864: Internship: Superintendency -- 1.50 credits

(two modules are required for 3 credits)

EDAD 865: Statistical Methods Research -- 3.00 credits

EDAD 866: Advanced Administrative Analysis -- 3.00 credits

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

Wisconsin Administrative Standards required courses:

Postgraduate students are required to meet all seven Wisconsin Administrative Standards. Each EDAD course is designed around one primary Wisconsin Administrative Standard. Students may take 700-level or 800-level coursework to fulfill a standard. Additionally, at the student's advisor's best professional judgment, a student may be required to complete a specific course to fulfill a standard.

Ed.S. candidates are required to complete a minimum of 30 semester credits beyond the master's degree.

A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

Admission Procedures Master's Level Program

Application for admission to graduate study in Educational Administration must be initiated by [contacting the UW-Superior Office of Graduate Studies](#).

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

Admission Requirements

1. A professional resume or vitae providing documentation of three years of teaching experience or equivalent. The three years of successful teaching experience is required prior to administrative endorsement by the UW-Superior [Institutional Certification Office](#).
2. A cumulative 2.75 GPA on a 4.0 scale.
3. Undergraduate degree transcript

There is no conditional admission to the MSE-Educational Administration Program (Principal, Director of Instruction, Director of Special Education).

Licensure Requirements

In addition to completing requisite coursework, the following requirements must also be met:

1. Hold a masters' degree (or concurrently completing part of the certificate program).
2. Completion of an approved program leading to licensure, holding or being eligible to hold any license to teach or work as a school counselor, a school psychologist, or a school social worker at the early childhood through adolescence level, and
3. Evidence of three years of successful full-time classroom teaching at any of the grades at the early childhood through adolescence level or work as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful teaching experience.
4. A cumulative GPA of 3.0 or higher on a 4.0 scale is required on all graduate coursework for program completion for Wisconsin licensure.

Admission Categories

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

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

A cumulative GPA of 3.0 or higher on a 4.0 scale is required on all graduate coursework for program completion for Wisconsin licensure.

Degree Requirements

30 total graduate credits with a cumulative GPA of 3.00 or greater

M.S.E. Program Components

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

- Educational Administration program course requirements
- Four (1.5 credit) practicums for a total of six credits and 320 hours in one's area of specialization.
- Comprehensive examination in one's area of specialization.
- An e-portfolio as required by PI 34. The portfolio is designed to reflect, integrate and demonstrate performance of the eleven Wisconsin Administrative Standards.

1. Educational Administration M.S.E. Program Coursework

PK-12 Principalship required courses (30 credits required)

EDAD 700: Administrative Leadership -- 3.00 credits

EDAD 710: Supervision of Instruction -- 3.00 credits

EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits

EDAD 720: School Business Administration -- 3.00 credits

EDAD 721: The Principalship -- 3.00 credits
 EDAD 728: Diversity and Social Justice in Schools -- 3.00 credits
 EDAD 741: Conflict Resolution and Mediation in K-12 Educational Settings -- 3.00 credits
 EDAD 750: School Law -- 3.00 credits
 EDAD 724: Practicum - PreK-12 Principal -- 1.50 credits
 EDAD 725: Practicum - PreK-12 Principal -- 1.50 credits
 EDAD 726: Practicum - PreK-12 Principal -- 1.50 credits
 EDAD 727: Practicum - PreK-12 Principal -- 1.50 credits

Director of Special Education and Pupil Services required courses (30 credits required)

EDAD 700: Administrative Leadership -- 3.00 credits
 EDAD 710: Supervision of Instruction -- 3.00 credits
 EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
 EDAD 720: School Business Administration -- 3.00 credits
 EDAD 728: Diversity and Social Justice in Schools -- 3.00 credits
 EDAD 730: Administration and Supervision Of Special Education and Pupil Services -- 3.00 credits
 EDAD 741: Conflict Resolution and Mediation in K-12 Educational Settings -- 3.00 credits
 EDAD 832: Special Education Law -- 3.00 credits
 EDAD 734: Practicum- Director of Special Education -- 1.50 credits
 EDAD 735: Practicum- Director of Special Education -- 1.50 credits
 EDAD 736: Practicum- Director of Special Education -- 1.50 credits
 EDAD 737: Practicum- Director of Special Education -- 1.50 credits

PK-12 Director of Instruction required courses (30 credits required)

EDAD 701: The Director of Instruction -- 3.00 credits
 EDAD 700: Administrative Leadership -- 3.00 credits
 EDAD 710: Supervision of Instruction -- 3.00 credits
 EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
 EDAD 720: School Business Administration -- 3.00 credits
 EDAD 728: Diversity and Social Justice in Schools -- 3.00 credits
 EDAD 741: Conflict Resolution and Mediation in K-12 Educational Settings -- 3.00 credits
 EDAD 750: School Law -- 3.00 credits
 EDAD 704: Practicum - Director of Instruction -- 1.50 credits
 EDAD 705: Practicum - Director of Instruction -- 1.50 credits
 EDAD 706: Practicum - Director of Instruction -- 1.50 credits
 EDAD 707: Practicum - Director of Instruction -- 1.50 credits

2. Practicum Requirement

All M.S.E. students must complete a year-long, (four 1.5 credit) practicums for a minimum of 320 hours in their area of specialization. Students must make written application to and obtain prior approval from the Director of Field Experiences. Additionally, students must have written pre-approval from a licensed school administrator (i.e. within the area of licensure) who will serve in an on-site supervisory capacity with mentoring responsibility. Students must have completed or be concurrently enrolled in a minimum of nine semester credits in Educational Administration graduate coursework.

The practicum is scheduled for one entire academic year. Enrolled students are expected to attend two practicum seminars (fall and spring) held online. The first field experience will be for a total of six credits and any future field experience for an add-on administrative certification will be for three credits.

Standards-Based Professional Development for School Leaders Knowledges -- Performances

Wisconsin Administrative Standards Coursework

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

The administrator standards for administrator development and licensure are:

1. The administrator has an understanding of and demonstrates competence in the eleven teaching standards. Aligns with administrative standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

The new Wisconsin Administrative Standards

The eleven administrator standards for administrator development and licensure are:

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
2. Effective educational leaders act ethically and according to the professional norms to promote each pupil's academic success and well-being.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instructions, and assessment to promote each pupil's academic success and well-being.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Plans of Study

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

Certification-Only Graduate Students

Persons possessing a master's degree in an area other than educational administration may be recommended for certification by completion of the approved program at UW-Superior. Graduate coursework from the student's earned master's degree may be applied -- where appropriate -- to satisfy certification requirements of the approved program. Coursework, however, must clearly parallel those approved program requirements to substitute for such.

A cumulative GPA of 3.0 or higher on a 4.0 scale is required on all graduate coursework for program completion for Wisconsin licensure.

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

Graduate coursework earned at an accredited institution of higher education other than UW-Superior pertinent to the intended certification shall not be transferred into the student's UW-Superior official academic record.

Although prior master's degree graduate coursework may satisfy certain specific approved program requirements, prior master's degree earned graduate coursework shall not be used to meet the minimum required graduate credits for a M.S.E. in Educational Administration.

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

1. Admission to the Educational Administration program. There is no conditional admission to this program.
2. Certification coursework plan filed with advisor.
3. Submission of advisor-verified certification-only plan with certification application materials.

Health and Wellness Management

- [Master of Science in Health and Wellness Management](#)
- [Admission Requirements:](#)
- [Faculty and Instructional Staff](#)
- [Curriculum and Courses:](#)

Master of Science in Health and Wellness Management

The program, designed with input from industry leaders, offers a comprehensive and integrative curriculum with a strong focus on strategic planning, program budgeting, change management, and systems thinking—next-level skills that will put graduates in high demand in the health and wellness management market. This professional degree program is offered entirely online.

Health and wellness management is an increasingly competitive field—as wellness programs become a normal function within the corporate environment, professionals in the field must now perform a growing number of tasks that previously fell under the rubric of C-level executives. In the pursuit of these high-visibility roles, a master's degree offers notable value.

The Master of Science in Health and Wellness Management program is intended for students with a bachelor's degree in areas including (but not limited to) community health, health education, kinesiology, exercise science, nutrition, health promotion, recreation management, human resources, or social work; and who have limited education and training in the management field.

Students in the program will enjoy affordable tuition that compares favorably to competing graduate programs from other institutions. Like other collaborative online University of Wisconsin programs, students will pay the same tuition whether they live in Wisconsin or out of state.

Grow your skills with a multidisciplinary curriculum focused on providing you with the skill set employers are searching for. In the program, you will learn how to:

- Demonstrate effective communication skills for diverse audiences
- Demonstrate effective organizational development
- Utilize population health tools for wellness management
- Apply appropriate management practices for organizational wellness
- Effectively navigate the legal and ethical environment of wellness management
- Demonstrate knowledge in the scientific foundations of wellness

Master of Science in Health & Wellness Program Features:

- **Student Support:** Experienced UW-Superior advisors understand your needs, provide support and connect you with resources to get ahead.
- **Convenience:** Because all classes are fully online, you can complete the program from where you live and work, studying at the time of day that's convenient for you.
- **Quality:** Courses in the Online Master of Science in Health & Wellness program are taught by the University of Wisconsin's excellent faculty.

Admission Requirements:

Admission to the program requires a bachelor's degree and a 3.0 GPA. Aptitude tests, such as the GMAT and GRE, are not required. Full admission requirements include:

Students will be required to satisfy all program prerequisites prior to formal admission into the program. Academic Directors are provided the option to waive one or more prerequisites based, in part, on student background and work experience.

- Bachelor's degree from an accredited institution
- 3.0 GPA
- Prerequisite coursework in:
 - Personal Health or equivalent
 - Anatomy and Physiology or Human Biology or equivalent
 - Intro to Psychology or equivalent
 - Elementary Statistics or equivalent

Students will be required to satisfy all program prerequisites prior to formal admission into the program. Academic Directors are provided the option to waive one or more prerequisites based, in part, on student background and work experience.

- Two (2) letters of recommendation (can be professional or academic)
- Resume
- Up to 1,000 word statement of personal intent describing decision to pursue this degree and what you believe you will bring to the health and wellness management field.
- No required aptitude tests (GRE, GMAT, e.g.)

Faculty and Instructional Staff

Mei Cao, Professor, Academic Director
 Ephraim Nikoi, Associate Professor
 Roger Pao, Adjunct Senior Lecturer
 Peter J. Stark, Adjunct Senior Lecturer

Curriculum and Courses:

The UW Master of Science in Health & Wellness program offers a rigorous curriculum grounded in both wellness and management. In the program, you are required to take each of the 12 courses in the curriculum. Each course is three credits.

- HWM 700: Contemporary Health and Wellness Perspectives -- 3.00 credits
- HWM 705: Strategic Management for Wellness Managers -- 3.00 credits
- HWM 710: Research Methods for Wellness Programs -- 3.00 credits
- HWM 715: Persuasion Skills for Wellness Managers -- 3.00 credits
- HWM 720: Exercise and Nutrition in Health and Disease -- 3.00 credits
- HWM 730: Biopsychosocial Aspects of Health -- 3.00 credits
- HWM 740: Health Systems and Policy for Wellness Managers -- 3.00 credits
- HWM 750: Planning and Evaluation for Wellness Managers -- 3.00 credits
- HWM 760: Wellness Law -- 3.00 credits
- HWM 770: Behavior and Development in Organizations -- 3.00 credits
- HWM 780: Best Practices and Emerging Issues in Wellness -- 3.00 credits
- HWM 790: Health and Wellness Management Capstone Course -- 3.00 credits

Information Technology Management

- [Master of Science in Information Technology Management](#)
- [Student Learning Outcomes and Program Objectives](#)
- [Admission and Program Requirements](#)
- [Faculty and Instructional Staff](#)
- [Curriculum and Courses](#)

Master of Science in Information Technology Management

The online M.S. in Information Technology Management program represents a fully online fixed curriculum consisting of 37 credits – 12 three-credit courses and a one-credit capstone preparation course. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience that addresses a problem, need, or concern in an IT setting. Utilizing project management and leadership tools obtained through coursework and by working directly with IT leaders in the field, the students' hands-on project may result in an action plan or product suitable for implementation by the host organization.

Student Learning Outcomes and Program Objectives

Students completing the M.S. in IT Management degree will gain the following core competencies and learning outcomes:

Competency A: Conduct financial analysis and develop and manage technology budgets

Upon completion of the program, students will be able to:

- Interpret and create pro forma financial statements
- Perform financial analysis for IT strategic planning purposes including portfolio management
- Develop and manage technology budgets

Competency B: Lead and manage technology functions, projects and personnel

Upon completion of the program, students will be able to:

- Plan and manage technology projects
- Develop organizational leadership skills relevant for IT management
- Lead IT personnel to meet organizational needs

Competency C: Demonstrate effective professional collaboration and soft skills appropriate for technology settings

Upon completion of the program, students will be able to:

- Demonstrate ability to effectively conduct crucial conversations
- Demonstrate ability to effectively communicate with stakeholders across the organization
- Demonstrate professional behavioral skills accounting for ethics, diversity and cultural sensitivity

Competency D: Manage security and compliance, accounting for governance and ethical implications

Upon completion of the program, students will be able to:

- Apply ethical frameworks to analyze problems and evaluate alternative solutions
- Create and manage technology policies and procedures for an organization with an understanding of the regulatory environment
- Interpret and manage IT governance policies
- Design appropriate security architecture with an understanding of the technology

Competency E: Investigate and plan innovative solutions for business challenges

Upon completion of the program, students will be able to:

- Evaluate the impact of emerging technologies
- Analyze data to address organizational challenges and create competitive advantages
- Analyze requirements and propose technical solutions

Competency F: Engineer, develop and deploy strategies for enterprise systems

Upon completion of the program, students will be able to:

- Develop appropriate data management technologies
- Create and deploy enterprise solutions in support of organizational goals
- Plan and implement projects related to infrastructure, security, software development or data analysis

Admission and Program Requirements

Admission requirements for the MS in IT Management Program include a Bachelor's degree and a 3.0 undergraduate GPA. Program prerequisites will include Programming 1, Database 1, and Data Communications/Network. Students will be required to satisfy all program prerequisites prior to formal admission into the program. There are no required aptitude tests for admission in the program (e.g. GRE, GMAT, or Reg).

Faculty and Instructional Staff

Shaun Lynch, Professor, Academic Director
Shin-Ping Tucker, Professor

Curriculum and Courses

The MS in IT Management Program requires 37 credits which includes 12 three-credit courses and a one-credit capstone preparation course. Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

ITM 700: Communications for IT Professionals -- 3.00 credits

ITM 705: Leading the IT Function -- 3.00 credits

ITM 710: Finance for IT Managers -- 3.00 credits

ITM 715: Data Science -- 3.00 credits

ITM 720: Cloud Computing and Enterprise Applications -- 3.00 credits

ITM 725: Enterprise Security -- 3.00 credits

ITM 730: Agile and Traditional IT Project Management -- 3.00 credits

ITM 735: Business Analysis and System Development -- 3.00 credits

ITM 740: IT Operations -- 3.00 credits

ITM 745: IT Governance, Ethics, and Regulatory Compliance -- 3.00 credits

ITM 750: Evaluation of Emerging Technologies -- 3.00 credits

ITM 754: Capstone Preparation -- 1.00 credits

ITM 755: Capstone -- 3.00 credits

Instruction Program

- [Master of Science - Instruction -- Goals, Admission & Degree Requirements](#)
- [Master of Science in Education - Instruction](#)

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

The M.S.E.-Instruction provides interested students a pathway to completion of a MSE. The route is a traditional focus that deepens the K-12 teacher's understanding of the teaching-learning dynamic and curricular planning. This degree does not lead to licensure as a teacher, but is for those either holding a teacher certification or wanting to provide 'education' in alternative settings, or to advance in their present field with the assistance of a MSE. The MSE-Instruction is offered only online in seven-week-long intensive courses.

Master's in Science Education - Instruction:

The M.S.E.-Instruction is based on the needs of the professional classroom teacher. The first of these needs deals with the nature of the profession. This area includes an in-depth understanding of the theoretical bases of education and the research that supports these theoretical bases. A second major area contributes to a thorough understanding of the processes and practices of learning and assessment of learning. Since there are no major fields of study that remain static, a third major component consists of strengthening and updating individual pedagogical and content areas. Even the best-prepared baccalaureate degree-holders soon find their knowledge and understanding in need of renewal. This degree program does not lead to any type of teacher licensure.

Goals:

To provide teachers holding baccalaureate degrees and a variety of certifications, the opportunity:

1. To strengthen their knowledge in the area of contemporary instructional practice.
2. To strengthen competencies in their individual fields.
3. To develop instructional and curriculum development leadership abilities in their school systems.
4. To develop a substantial knowledge of contemporary research methodologies on effective practices and apply that research in appropriate ways.

Admissions Requirement

Admission to the M.S.E.-Instruction degree program will be limited to people who hold a baccalaureate degree. Applicants must meet requirements for admission to Graduate Studies: A baccalaureate degree from an accredited institution, transcripts indicating a GPA of 2.75 or better, and a professional resume. A student may not apply more than 9 semester hours of graduate work taken prior to admission to the M.S.E.-Instruction toward the completion of this degree. Upon admission to the M.S.E.-Instruction Program the student will be assigned a program advisor in the MSE-I Program. Together you will develop a plan of study for the completion of the degree.

Degree Requirements

The M.S.E.-Instruction program is designed to emphasize professional development within the pedagogical aspects of teaching, balanced by individualized electives to emphasize greater competence in a particular area, whether in the classroom or the community. In addition, it addresses the application of the elements of instruction, the use of technology and materials, an understanding of the development of curriculum and assessment, and purposeful research within the classroom context.

Course Offerings

Consult the [Course Descriptions](#) section of this catalog.

Master of Science in Education - Instruction

30 total credits

Required coursework (15 credits required):

T ED 734: Current Developments in Student Learning and Their Applications -- 3.00 credits

T ED 741: Using Educational Assessment to Inform Practice -- 3.00 credits

T ED 744: Trends in Curricular and Instructional Practices -- 3.00 credits

T ED 750: Foundations of Action Research -- 3.00 credits

T ED 752: Action Research Project -- 3.00 credits

Elective required courses:

Electives could reflect the student's teaching field or be within an area of instruction and/or learning that will enhance the student's teaching. The specific plan will be developed with the advice and approval of the student's program advisor or a faculty consultant from the selected field. It is advisable for students to enter the research course (TED 750) with an idea about an issue they wish to pursue; TED 734 and TED 744 can help generate research foci. In TED 750 the student researches and describes in detail the independent project to be pursued during enrollment in TED 752 with a selected research advisor. Alternatively the MSE-I student can opt to take the SPED 780 Action Research course and also complete and write up the research as a thesis in TED 752. Students are encouraged to pick the other 15 credits from graduate online courses in the elective courses or courses in the Special Education Program.

Elective Courses Designed with Teachers in Mind Include:

T ED 716: Interactive and Accessible Learning in Alternative Delivery -- 3.00 credits

T ED 717: School Partnerships with Families and Communities -- 3.00 credits

T ED 718: Teachers as Leaders -- 3.00 credits

T ED 728: Diversity Exploration in a K-12 Setting -- 3.00 credits

T ED 754: School Law for Classroom Teachers -- 3.00 credits

Special Education Program

- [Graduate Faculty](#)
- [Special Education Program Description](#)
- [Admission Requirements & Removal from Program](#)
- [Master of Science in Education - Special Education](#)
 - [Certification Program for Special Education Licensure](#)
 - [Testing Requirements for Special Education Licensure](#)
 - [Post Baccalaureate Program -- Special Education Licensure Option](#)

Graduate Faculty

Jessica Cook, Assistant Professor

Special Education Program Description

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

An action research project must be completed prior to being granted the M.S.E.-Special Education degree if they are already licensed.

The **M.S.E. Special Education degree** is designed for practicing teachers and other professionals who want to increase their knowledge about and improve their skills for working with students who have special needs. The degree without certification for licensure is specifically designed for regular education teachers who have students with special needs included in their classrooms and wish to gain new knowledge and skills for working with these students. An action research project must be completed prior to being granted the M.S.E.-Special Education degree if already licensed or not seeking licensure as a regular educator.

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

***Notice:** Due to pending licensure program approvals by the Wisconsin Department of Public Instruction (DPI), program requirements are subject to change for students entering Fall 2019. Students affected by any approved changes which occur in the 2019-2021 catalog will be formally notified by the UW-Superior Educator Program.

Admission Requirements & Removal from Program

Admission Requirements:

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

1. a transcript indicating a bachelor's or master's degree from an accredited institution;
2. a resume with teaching experience and license listed; and
3. attesting to no criminal record

There is no conditional admission to the graduate Special Education Program.

Removal From M.S.E. Special Education Program

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

Accumulated GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

Master of Science in Education - Special Education

30 credits required

Core Component courses (9 credits required):

SPED 750: The Exceptional Learner -- 3.00 credits

SPED 760: Behavior Analysis and Intervention -- 3.00 credits

SPED 769: Collaboration and Transition: From School to Community -- 3.00 credits

Methods Component courses (12 credits required):

SPED 755: Reading-Issues & Interventions -- 3.00 credits

SPED 758: Methods of Adaptive Instruction -- 3.00 credits

SPED 764: Mathematics Assessment and Strategies -- 3.00 credits

SPED 772: Collaboration and Consultation in Special Education -- 3.00 credits

Elective Courses (3 credits available to be substituted but not required):

SPED 681: Seminars in Special Education -- 0.50 - 4.00 credits

Research Component courses (3 credits required):

SPED 780: Action Research Methodology -- 3.00 credits

Certification Component courses (6 credits required):

SPED 704: Assessment of Learners with Exceptionalities -- 3.00 credits

SPED 775: Special Education Directed Student Teaching -- 1.50 credits

Students seeking only the M.S.E. Special Education degree must complete a minimum of 27 credits from courses in the Core, Elective, and Methods components, and 3 credits from the research component.

Students seeking the M.S.E. Special Education degree with Certification for Licensure must complete a minimum of 21 credits in the Core and Methods components, 3 credits in the research component, and a minimum of 6 credits in the Certification Component.

A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

Certification Program for Special Education Licensure

The Special Education program offers courses approved by the [Wisconsin Department of Public Instruction](#) (DPI) for certification for licensure as a cross categorical special education teacher MC-EA or EA-A (K-12).

Testing Requirements for Special Education Licensure

During the course of completing licensure requirements for a special education teaching license, the teaching candidate will need to successfully complete the following Wisconsin required tests for licensure:

1. PRAXIS II - Middle School Content (Calculator Allowed). For more information: <https://www.ets.org/praxis/wi/requirements>. Minimum score allowed on PRAXIS II -- 146
2. Foundations of Reading Test. For more information: <http://www.wi.nesinc.com/Home.aspx>. Minimum score allowed on the Foundations of Reading Test -- 240

You are responsible for scheduling your testing for these areas and providing the information to the Educational Leadership Department when you reach a successful level of scoring for these exams. Past students recommend that you schedule the PRAXIS II test after you complete some of your methods classes, especially in the area of math, and that you not schedule it towards the end of your programming. The Foundations of Reading Test is recommended to be completed while you are enrolled in or just completed the required reading course.

A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

Post Baccalaureate Program -- Special Education Licensure Option

For those students completing the Special Education Minor at UW-Superior or its equivalent, a Post Baccalaureate Program is available that can end in cross-categorical licensure. This certification for licensure program is accessed through the same application process as outlined above for MSE candidates. Candidates have the ability to seek licensure in Cross-categorical Special Education MC-EA and EA-A, in order to serve grades 1-12. All courses are at the graduate level.

Courses required for Licensure:

*Credits from the Special Education Minor at the undergraduate level or the equivalent

SPED 704: Assessment of Learners with Exceptionalities -- 3.00 credits

SPED 760: Behavior Analysis and Intervention -- 3.00 credits

SPED 769: Collaboration and Transition: From School to Community -- 3.00 credits

SPED 772: Collaboration and Consultation in Special Education -- 3.00 credits

SPED 775: Special Education Directed Student Teaching -- 1.50 credits

Depending on the background of the student and the previous educator preparation program, additional courses may be required. An individual plan of study will be designed after a comprehensive transcript review is completed.

Testing Requirements include: PRAXIS II and Foundations of Reading Test as noted above.

Students who complete this process may choose to continue, when in good standing, and complete the MSE requirements.

A cumulative GPA of 3.0 or higher on a 4.0 scale on all graduate coursework is required for program completion for Wisconsin licensure.

Sustainable Management

- [Master of Science in Sustainable Management](#)
- [Admission Requirements](#)
- [Curriculum & Courses](#)

Master of Science in Sustainable Management

In today's world, understanding how to balance natural, social, and financial systems has become increasingly important for helping you to reach your career goals and become an effective leader in public, business/industry, and nonprofit organizations. The interdisciplinary nature of this degree encourages students to examine sustainability from different perspectives and the curriculum ensures that students gain a comprehensive understanding of the ways in which changing human activities affect the natural, social and economic environments.

Students who graduate with a Master of Science in Sustainable Management can expect to have a strong foundation for leading change in their current organizations or building new careers that require systems thinking skills.

The online Sustainable Management master's program is offered by UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior in collaboration with UW-Extension. Current, cutting edge curriculum has been developed by faculty from these five campuses with input from private, public, and nonprofit organizations to make sure the learning objectives are current and valuable to future employers.

Designed for working adults with real-world experience, this online master's degree program offers flexibility to help students balance family, job, and other commitments.

If you have a bachelor's degree from a regionally or nationally accredited university and a cumulative grade point average (GPA) of 3.0 or above, you may apply directly to the program. Students with a GPA of less than 3.0 may be considered for provisional admission but should contact the program's Academic Director.

Admission Requirements

- A bachelor's degree from a regionally or nationally accredited university (in any discipline) and a cumulative grade point average (GPA) of 3.0. Students with a GPA of less than 3.0 may be considered for conditional admission but should contact the program's Academic Director.
- A personal statement of not more than 1,000 words describing your reasons for pursuing a Master of Science in Sustainable Management, your short- and long-term career goals, and the value you would add to the learning experience of your fellow students. Space for the personal statement is included in the online application.
- A resume
- Two letters of recommendation
- The resume and letters of recommendation should be sent directly to the Graduate Studies office.

Apply for admission using the University of Wisconsin System Online Admission Application.

The Master of Science in Sustainable Management program gives you the most up-to-date curriculum with diverse faculty from the five participating campuses. It brings instructors with degrees and experience in these fields: Accounting, Botany, Business, Chemistry, Computer Engineering, Economics, Environmental Dynamics, Environmental Studies, Geography, Law, Logistics, Psychology, Range Science, Resource Management, Sociology, and Urban Planning. Sustainable Management program faculty members are uniquely qualified to help you get the knowledge and training to succeed.

UW-Superior Faculty and Staff include:

Sakib Mahmud, Associate Professor
 Mark McCoon, Associate Professor, Academic Director
 Rubana Mahjabeen, Assistant Professor
 Praopan Pratoomchate, Assistant Professor
 Melissa Griswold, Associate Professor

Curriculum & Courses

Sustainable Management

The 34-credit master's program consists of a core curriculum, specialty tracks, and a Capstone experience (typically taken during the final semester).

Core Curriculum (24 credits, all eight courses required):

SMGT 700: Cultural and Historical Foundations of Sustainability -- 3.00 credits

SMGT 710: The Natural Environment -- 3.00 credits

SMGT 720: Applied Research and the Triple Bottom Line -- 3.00 credits

SMGT 730: Policy, Law and Ethics of Sustainability -- 3.00 credits

SMGT 740: Economics of Sustainability -- 3.00 credits

SMGT 750: The Built Environment -- 3.00 credits

SMGT 760: Geopolitical Systems -- 3.00 credits

SMGT 770: Leading Sustainable Organizations -- 3.00 credits

Specialty Track (6 credits, choose two):

SMGT 780: Corporate Social Responsibility -- 3.00 credits

SMGT 782: Supply Chain Management -- 3.00 credits

SMGT 784: Sustainable Water Management -- 3.00 credits

SMGT 785: Waste Management and Resource Recovery -- 3.00 credits

SMGT 795: Special Topics in Sustainable Management -- 3.00 credits

SMGT 799: Study Abroad -- 3.00 credits

Capstone (4 credits total, both required):

SMGT 790: Capstone Preparation Course -- 1.00 credits

SMGT 792: Capstone Project -- 3.00 credits

Academic Departments

- [Department of Education](#)
- [Health and Human Performance](#)
- [Human Behavior, Justice and Diversity](#)
- [Mathematics and Computer Science](#)
- [Music](#)
- [Natural Sciences](#)
- [School of Business and Economics](#)
- [Social Inquiry](#)
- [Visual Arts](#)
- [World Languages, Literatures and Cultures](#)
- [Writing and Library Science](#)

Department of Education

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Degrees](#)
- [Course Descriptions](#)
- [Contact Information](#)

Mission Statement

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

Faculty and Staff

Ali, Tanzeem, Assistant Professor, Science Education
 Brown, Carol - Associate Professor, Counseling
 Buncher, Michael - Academic Advisor and Reporting Officer
 Burdge, Maryjane - Assistant Professor, Special Education
 Carpenter, Amy - Senior Lecturer, Reading and Literacy
 Churchill, Mary - Associate Professor, Teacher Education and EPP Coordinator
 Flaig, Amy - Academic Advisor, Field Experience and edTPA Coordinator
 Graves, Peter - Senior Lecturer, Math Education
 Henson, Katherine - Lecturer, Reading and Literacy
 Hunt, Quintin - Assistant Professor, Counseling
 Kronzer, Terri - Professor, Educational Administration
 Lee-Nichols, Mary - Associate Professor, Teacher Education
 Mainali, Bhesh - Assistant Professor, Math Education
 Paul, John - Associate Professor, Counseling
 Rady, Tammy - Academic Dept Associate
 Ridenour, Matthew - Assistant Professor, Social Studies Education
 Schuelke, Nicholle - Assistant Professor, Teacher Education
 Walkly, Taylor - Academic Advisor and Recruiter
 Zbacnik, Amanda - Assistant Professor, Teacher Education

Adjust Instructors *=Grad **=both UG and GR

Amys, Anthony - Lecturer, Teacher Education
 Bergum, Tamara - Senior Lecturer, Counseling *
 Bonneville, Maryann - Senior Lecturer, Counseling *
 Cook, Jessica - Senior Lecturer, Special Education **
 Ells, Jennifer - Lecturer, Early Childhood
 Fullerton, Amy - Senior Lecturer, Counseling *
 Gamache, Rebecca - Lecturer, Early Childhood
 Gilpin, Staci - Senior Lecturer, Special Education *
 Graves, Peter - Senior Lecturer, Teacher Education
 Henson, Katherine - Lecturer, Reading and Literacy
 Hinders, Kathy - Senior Lecturer, Special Education *
 Kamrath, Barry - Senior Lecturer, Educational Administration *
 Larson, Jon - Senior Lecturer
 Larson Kidd, Susan - Senior Lecturer, Special Education **
 Murley, Steve - Senior Lecturer, Educational Administration *
 Oling, Lee - Senior Lecturer, Counseling *
 Pernu, Sally - Senior Lecturer, Teacher Education **
 Renwick, Matthew - Senior Lecturer, Educational Administration
 Riggle, Andy - Senior Lecturer, Instruction
 Riesgraf, Kristin - Lecturer, Math Education
 Rochon, Lynn - Lecturer, Teacher Education
 Rogers, Sonja - Senior Lecturer, Teacher Education **
 Trowbridge, Chad - Senior Lecturer, Educational Administration *
 Zeman, Lawrence - Senior Lecturer, Educational Administration *
 Zimmer, Amy - Lecturer, Teacher Education

Degrees

- [Master of Science in Education - Counseling](#)

Course Descriptions

COUN - Guidance & Counselor Education

Catalog Nbr.	Course Title/Course Topics	Credits
COUN 681	Seminars in Counselor Education Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time.	0.50 - 3.00
	Typically Offered: Occasional by Demand	
COUN 702	Counseling Theories Analysis of counseling theories and practices. Examines several of the major theories -- historic and current -- of counseling. Serves as an introduction to the field of counseling and to illustrate the diversity of theoretical approaches which exist. Students develop a preliminary theoretical philosophy of counseling. One of three courses -- COUN 702, 704, 706 -- that serve as a foundation to the profession and the program.	3.00
	Typically Offered: Fall Term Only	
COUN 704	Introduction to Counseling Overview of the clinical mental health counseling profession and its areas of specialization, training, and concern. It examines program development and administration, relevant laws and applications, as well as one's professional identity as a counselor. The course covers areas such as prevention, consultation and advocacy. It is one of three courses (COUN 702, 704, 706) that serve as a foundation to the profession and program.	3.00
	Typically Offered: Fall Term Only	
COUN 706	Pre-practicum Counseling Processes introduces counseling skill development, emphasizing the skills essential in the interview and rapport building process. Students develop a thorough understanding of the counseling process as well as the role and function of the counselor. Students also develop self-awareness so the counselor-client relationship is therapeutic and so the counselor sets and maintains appropriate professional boundaries. Examines ethical and legal considerations inherent in the counseling process.	3.00
	Prerequisites: COUN 702 and 704 are prerequisites for taking this course.	
	Typically Offered: Spring Term Only	
COUN 708	Organization and Administration of School Counseling and Other Pupil Services Overview of essential school counseling services and the role and function of the school counselor with emphasis on developing, and managing, and evaluating a comprehensive counseling program within the realms of an entire school. Covers the seven pupil services content standards and additional information pertaining to the other members of the pupil service team with whom the counselor works. Integrates special education, technology, legal and ethical issues.	3.00
	Typically Offered: Spring Term Only	
COUN 712	Family Counseling Introduction to family systems theory and family therapy techniques. Students develop an understanding of the current epistemological base of family system's theory, major contributors, and specifically review structural, strategic, behavioral and communications approaches to family counseling. Students review the organization and dynamics of their own families, coming to understand how their families impact their world perceptions and everyday behavior.	3.00
	Typically Offered: Fall Term Only	
COUN 714	Family Group Systems Integrates, at the next level of professional competence, family theory and family counseling techniques presented in preparatory courses. This course assumes that students in attendance are seeking skill development that will assist in meeting family counselor professional certification standards, (State and or National certifications). The course further assumes that students have explored their own family issues and will continue to do so through this course, as the course is in part experiential. Students will closely review the isomorphic processes reflected within their own familial systems that are reflected in their counseling approach and theory preferences. Students will assume the professional functions of a family counselor through current literature, development of professional vita and exploration of certification. At the successful conclusion of this course, students are assumed to be ready to provide supervised family counseling service.	3.00
	Typically Offered: Summer Only	
COUN 716	Couple and Marital Counseling While the concept of family seems to be defined and redefined through generational context the need of the individual to be "affiliated" continues to highlight the dyadic relationships importance to the emotional and social survival of the individual. This course then, is designed to explore intimate dyadic relationships and their importance to the concept of family, family development and society. Reviews select couple and family dynamics such as basic assumptions of human intimacy (variations), marriage (dissolution and remarriage), mate selection, communications, human sexuality, family crises, parenting, and aging. Through lectures, experiential exercise, reading, and class discussion family theory and technique will be instigated so as to provide conceptualizations toward therapeutic intervention.	3.00

	Typically Offered: Fall Term Only	
COUN 718	Family Crisis Intervention	3.00
	This course offers: 1) A history of the development and progression of crisis counseling as a specialization in the mental health field, 2) A survey of current crisis counseling models and how they can be applied in a wide range of contexts, 3) Examining the foundation of components of trauma on the stress response system and display, 4) Familiarity with suicide risk assessment, intervention and mandatory reporting, 5) An examination of the intrapersonal and interpersonal impact crises have on people, 6) A discussion on the legal and ethical issues pertaining to crisis and disaster counseling and, 7) An in-depth Family Systems-oriented treatment and application of these principles and standards specifically to families in crisis and how counselors can understand and address the unique dynamics that arise when a family unit faces loss and trauma.	
	Typically Offered: Spring Term Only	
COUN 720	Counseling Children	3.00
	Focuses on how the counselor can facilitate self-expression in the counseling context with clients, primarily children, who may have difficulty expressing themselves verbally. Developmental theories and issues that shape children's adjustment to school and to their community form the foundations of the course. Basic solution-oriented brief counseling and consultative techniques are integrated for work with parents and teachers.	
	Typically Offered: Summer Only	
COUN 722	Counseling Adolescents	3.00
	Adolescents represent a clientele in transition. This course examines key aspects in their development (biological, cognitive, emotional, and social) and their relationships in the various contexts that influence behaviors and attitudes. Common issues of adolescence as well as various interventions are covered from a developmental context. Students learn how to facilitate client self-expression primarily through brief therapeutic techniques and how to consult with supervising adults. While the focus is on normal development, course also touches on at-risk/problematic behavior and thoughts.	
	Typically Offered: Fall Term Only	
COUN 724	Behavior Modification for Abnormal Behavior	3.00
	Behavior management principles applied to mental disorders and to improve learning and behavioral outcomes. Students learn how to apply these principles and techniques to aid individuals in the change process. Students plan, implement, and evaluate a self-change project which will demonstrate their understanding of the theory and techniques of behavioral self management. Students will conduct a functional behavior analysis to develop interventions and/or apply a clinical treatment plan to address client psychopathology.	
	Typically Offered: Summer Only	
COUN 726	Developmental Guidance and Counseling	3.00
	Developing the knowledge, skills, and expertise necessary to teach developmental lessons in the classroom that are appropriate to all ages. Covers classroom management. Students, using the ASCA and Wisconsin Developmental Models, develop a set of lessons (perhaps based on monthly themes) specific to the ages of the children they intend to counsel. Emerging problems in the schools, such as bullying, sexual harassment, and abuse are covered. Class covers the 10 WDPI Teacher and Pupil Services Standards.	
	Typically Offered: Summer Only	
COUN 728	Career Counseling	3.00
	Provides an understanding of theories of vocational choice and vocational development. Students learn methods of evaluating, promoting, and enhancing, vocational development in individuals from a diversity of backgrounds. They examine ethical and legal considerations inherent in the career counseling process. Also emphasizes student application of traditional and technology-based career assessment techniques. Students participate in experiential activities that focus on the career development of themselves and others.	
	Typically Offered: Summer Only	
COUN 730	Human Growth and Development	3.00
	Surveys the key physical, cognitive, and social-emotional milestones across the life-span, how these interact with an individual's adaptation ability, and the implications for mental health professionals. Focuses on 1) the key concepts of the major theories of development; 2) examination of normal developmental stages across the life-span and the influence of social forces differences in development based on sex/gender, age, class, race, ability, and cultural background; psychosocial adaptation in the school/work, family, and peer systems; and implications for mental health and school counseling professionals. Includes legal and ethical issues and strategies for interventions to enhance development.	
	Typically Offered: Summer Only	
COUN 734	Chemical Dependency and the Family	3.00
	Assessment and intervention techniques with individuals and families in which one or more other family members is chemically dependent. Provides an overview of the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction and treatment and prevention planning in regard to addiction. Specific techniques to intervene with spouses of alcoholics, children of alcoholics (minor children and/or adults) and extended family members are included. Also reviews the impact of other addictive behaviors on the family.	
	Typically Offered: Spring Term Only	
COUN 738	Multicultural Counseling	3.00

	<p>Students conduct an in-depth self-analysis regarding the manner in which counselor and client values, perceptions, attitudes, acculturative experiences, and communication styles impact the counseling process. Students are encouraged to conduct an in-depth cultural self-analysis regarding the issues they have inherited from their own culture as it relates to helping multicultural clients. Furthermore, students learn theories, skills, and cross-cultural counseling strategies necessary in working with ethnically and culturally diverse clients. The cross-cultural counseling strategies include both group and individual techniques. Students examine any ethical and legal considerations inherent in the counseling process in regards to clients from a diversity of backgrounds. Designed for counselors already working in the field, and current graduate counseling students. Also helpful for any professional who regularly deals with multicultural individuals.</p>	
	<p>Typically Offered: Spring Term Only</p>	
COUN 740	<p>Counseling and Human Sexuality</p> <p>Provides counselors with a contemporary understanding of human sexuality and gender issues, myths, and problems (physical/biological, emotional, social, cultural) for people (married and not) considering, engaging in, and/or "recovering" from sexual relationships. Includes interventions and treatment approaches. While the course is a requirement for Marriage and the Family Therapist Licensure, it is open to all interested counseling students.</p>	3.00
	<p>Typically Offered: Spring Term Only</p>	
COUN 742	<p>Psychopathology</p> <p>Study of abnormal behavior, including classification of various disorders, descriptions of causal factors, methods of assessment, prevention and treatment. Includes examining the current diagnostic system, DSM-5. Students develop an awareness of the limitations of the current diagnostic system along with multicultural and ethical considerations. Also teaches students how to integrate results from psychological assessment into the diagnostic process.</p>	3.00
	<p>Typically Offered: Fall Term Only</p>	
COUN 744	<p>Clinical Mental Health Diagnosis and Treatment Planning</p> <p>Provides students with an in-depth knowledge base of clinical mental health counseling diagnosis and treatment planning. Cover the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders-V (DSM-5). Training on administration of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues. Students will develop clinical writing skill for competence with clients. Treatment planning will focus primarily on cognitive behavioral theory and applied intervention strategies based in outcome research.</p>	3.00
	<p>Typically Offered: Spring Term Only</p>	
COUN 746	<p>Ethics in Professional Counseling</p> <p>Serves the needs of Counselors within the area of practice generally referred to as ethics, through the guidance of the American Counseling Association (ACA) 2014 Code of Ethics. Assists students in exploring personal values, social expectations/sanctions and professional standards of behavior as it relates to the mental health counseling field. Course seeks to meet the specific state licensure certification and practice needs of the student enrolled.</p>	3.00
	<p>Typically Offered: Spring Term Only</p>	
COUN 750	<p>Practicum</p> <p>Assists students in making the transition from theoretical understanding of counseling principles and processes to therapeutic process. Students demonstrate knowledge and skills and refine their knowledge and skills in the following areas: integration of his or her theoretical approach to counseling competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; the ability to identify and assess presenting concerns of clients, diagnose problems, and develop treatment plans; and an ability to present case studies, dialogue, and consult with other professionals regarding his or her effectiveness as a counselor. (For Graduate Education Online Class Sections it is 1.5 credits per term for a total of 3 credits for the semester. GEO course is repeatable).</p>	1.50 - 3.00
	<p>Prerequisites: COUN 706 is prerequisite for taking this course.</p>	
	<p>Typically Offered: Fall and Spring Terms</p>	
COUN 752	<p>Group Practicum</p> <p>Introduction to group counseling including an understanding of group processes, techniques, role of group members and leaders, ethics, and culture, selected group phenomena, processing of group dynamics and therapeutic movement, application of theory and theoretical techniques. The student is required to form and lead a group using a theoretical orientation, and to process the experience through tapes and class discussions.</p>	3.00
	<p>Prerequisites: COUN 706 is prerequisite for taking this course.</p>	
	<p>Typically Offered: Fall and Summer Terms</p>	
COUN 756	<p>Internship-School (preK-12)</p> <p>Field-based course providing on-the-job practice in counseling with individuals and groups and in the classroom under the guidance of an on-site supervisor and a university faculty supervisor. Weekly group discussions of cases and sharing of work experiences is at the heart of the campus classes. Particular content areas that enhance professional preparation (such as legal and ethical issues, standards, technology) are covered. Students are expected to share their counseling work weekly for supervision and peer review. Counseling Portfolios are completed and readied for submission. Student planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semester should sign up for 3 credits each semester. Instructor consent required.</p>	3.00 - 6.00

Prerequisites:

Completion of COUN 750 and COUN 752 are prerequisite for taking this course in the clinical and MFT Track but not the Human Relations Track.

Typically Offered:

Fall and Spring Terms

COUN 758 **Internship-Clinical/MFT/Human Relations** 3.00 - 6.00

Experiential course that integrates counseling theory into practical application under supervision. Off-campus professional work sites provide students practical experience while weekly class sessions provide support/supervision for work-site activities. Students' skill integration will be monitored and modified through class discussion, written assignments, class exercises and one-to-one supervision with instructor. This advanced course seeks to finalize professional readiness. Successful completion is dependent on the assumption of the professional functions and obligations of a human service provider. Each internship is an individual placement that is developed related to the professional needs of the student, the needs of the internship site and the coordination by the internship instructor. Student planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semesters should sign up for 3 credits each semester. Instructor consent required.

Prerequisites:

Completion of COUN 750 and COUN 752 are prerequisite for taking this course in the clinical and MFT Track but not the Human Relations Track.

Typically Offered:

Fall and Spring Terms

COUN 760 **Introduction to Assessment** 3.00

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

Typically Offered:

Fall Term Only

COUN 761 **Research-Based Program Evaluation** 3.00

Students develop their understanding of types of program evaluation, consultation and application procedures. This includes, but is not limited to, qualitative and quantitative research, ethical/legal consideration, parametric and nonparametric research methods, principles, practices, applications of needs assessment. Students will consult, conduct and write a literature review, develop a method for data collection, analysis, conclusions and make recommendations. Student research topics will be in their specific discipline; school counseling, clinical counseling, marital and family therapy or human relations.

Typically Offered:

Spring and Summer Terms

ECED - Early Childhood Education

Catalog Nbr.	Course Title/Course Topics	Credits
ECED 681	Seminars in Early Childhood	0.50 - 4.00
	Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time. A minimum grade of C in this course is required for all education majors.	
	Typically Offered: Occasional by Demand	

EDAD - Educational Administration

Catalog Nbr.	Course Title/Course Topics	Credits
EDAD 689	EDAD Elective	1.00 - 3.00
	Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	
	Typically Offered:	
EDAD 700	Administrative Leadership	3.00
	Study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on leadership characteristics of educational administrators, including participatory management, long-range strategic planning and change-agent processes. Particular emphasis given to human relations skills as well as oral and written communication skills needed by public school leaders.	
	Typically Offered:	
EDAD 701	The Director of Instruction	3.00
	A study of the various factors which will provide the student with foundations of research, theory, and best practices in instructional leadership and school.	
	Typically Offered:	
EDAD 704	Practicum - Director of Instruction	1.50

Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)

Typically Offered:

EDAD 705 **Practicum - Director of Instruction** 1.50

Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)

Typically Offered:

EDAD 706 **Practicum - Director of Instruction** 1.50

1.50Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)

Typically Offered:

EDAD 707 **Practicum - Director of Instruction** 1.50

Yearlong minimum 320 -hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits-with EDAD 701-The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706 and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 706 and EDAD 707 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

Typically Offered:

EDAD 709 **Directed Study-Administrative Vision of Learning** 1.00 - 3.00

Directed study by the graduate faculty member to the graduate student in the Administrative Vision of Learning contexts of Educational Administration.

Typically Offered:

EDAD 710 **Supervision of Instruction** 3.00

Study of the function of supervision and evaluation of personnel is designed to assist in the development of programs which will be appropriate to respective school positions and settings. Prepares any member of an organization for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.

Typically Offered:

EDAD 711 **Curriculum Management and Development K-12** 3.00

Study of the theories and related practices of curriculum development and curriculum organization in American schools. Focuses on methods, materials and strategies in the development, organization and delivery of curriculum in the American K-12 school system. Special emphasis given to development and interpretation of philosophical statements and management. Attention given to utilization of the Wisconsin Department of Public Instruction curriculum guides.

Typically Offered:

EDAD 719 **Directed Study-Administration of Student Learning and Staff Growth** 1.00 - 3.00

Directed study by the graduate faculty member to the graduate student in the Administration of Student Learning and Staff Growth contexts of Educational Administration.

Typically Offered:

EDAD 720 **School Business Administration** 3.00

Study of fiscal and material resource management and budgeting of K-12 school systems, including school finance, taxation and contract law with emphasis on the principles that should serve to guide the decision-making process.

Typically Offered:

EDAD 721 **The Principalship** 3.00

Study of the roles and responsibility of the school principal, with emphasis on development of effective instructional leadership skills for the various levels. Deals with the operational tasks of the principalship at the elementary, middle school, and high school levels. Response to contemporary and anticipated problems affecting the elementary and secondary schools are based on tested theory, research and applied practice.

Typically Offered:

EDAD 724 **Practicum - PreK-12 Principal** 1.50

Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail)

Typically Offered:

EDAD 725 **Practicum - PreK-12 Principal** 1.50

Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail) Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.

	Typically Offered:	
EDAD 726	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail). Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 727	Practicum - PreK-12 Principal Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail). Must take EDAD 724, EDAD 725, EDAD 726, EDAD 727 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 728	Diversity and Social Justice in Schools Examination of issues related to inequities and inequalities in PK-12 schools. Explores diversity in education from a historical perspective to inform institutional practices regarding race, class, gender, sexual orientation and religion. Considers power dynamics, pedagogy, and ideologies that frame education in a democratic society. Explores the administrator's role and best practices in facilitating equity for all students.	3.00
	Typically Offered:	
EDAD 729	Directed Study - Administration of Organization, Operations and Resources Directed study by the graduate faculty member to the graduate student in the Administration of Organization, Operations and Resources contexts of Educational Administration.	1.00 - 3.00
	Typically Offered:	
EDAD 730	Administration and Supervision Of Special Education and Pupil Services Study of leadership and administrative paradigms of special education and pupil services PK-12. Emphasis on exceptional educational needs programming knowledge base for inclusive administrative leadership. Emphasis on special needs programming knowledge base not the prominent responsibility of regular or special education.	3.00
	Typically Offered:	
EDAD 734	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits (Pass/Fail). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements.	1.50
	Typically Offered:	
EDAD 735	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 736	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 737	Practicum- Director of Special Education Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits. (Pass/Fail).). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree & licensure requirements.	1.50
	Typically Offered:	
EDAD 739	Directed Study - Administration of Diverse Community Interests Directed study by the graduate faculty member to the graduate student in the Administration of Diverse Community Interests contexts of Educational Administration.	1.00 - 3.00
	Typically Offered:	
EDAD 741	Conflict Resolution and Mediation in K-12 Educational Settings Study in the understanding of conflict and handling such in the educational setting. Recognition of the role of communication to express conflict and knowledge of resolution techniques, different approaches to negotiations and basic mediation skills for administrators in the K-12 setting. Also explores the phenomena of school violence and means to respond.	3.00
	Typically Offered:	
EDAD 749	Directed Study-Ethical Manner in Educational Administration Directed study by the graduate faculty member to the graduate student in the ethical manner contexts of Educational Administration.	1.00 - 3.00
	Typically Offered:	
EDAD 750	School Law	3.00

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

Typically Offered:

EDAD 759 **Directed Study-Political, Social, and Economic Contexts of Educational Administration** 1.00 - 3.00
 Directed study by the graduate faculty member to the graduate student in the political, social, and economic contexts of educational administration.

Typically Offered:

EDAD 761 **Practicum - School Business Administration** 1.50
 Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a School Business Administration setting. Prerequisite: Completion of nine EDAD credits.

Typically Offered:

EDAD 809 **Externship-Administrative Vision of Learning** 1.00 - 3.00
 Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #1. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: Administrative Vision of Learning ISLLC #1, Wisconsin State Standard 2.

Typically Offered:

EDAD 810 **School Human Resources** 3.00
 Comprehensive study of K-12 instructional and non-instructional personnel planning, information management, recruitment, selection, induction, appraisal, staff development, compensation, continuity of service, collective bargaining, grievance procedures and employee contract administration.

Typically Offered:

EDAD 819 **Externship-Administration of Student Learning and Staff Growth** 1.00 - 3.00
 Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #2. Pass-Fail. Enrollment limited to emerging and practicing educational administrators. Topics: Administration of Student Learning and Staff Growth, ISLLC #2, Wisconsin State Standard 3.

Typically Offered:

EDAD 820 **The Superintendency** 3.00
 Study of the role and responsibilities of the school superintendent with emphasis on the job competency needed for that leadership role. Topics focus on school improvement through organizational and instructional leadership, assessment and long-range planning, political theory and skills, crisis management, and careful allocation of district resources.

Typically Offered:

EDAD 821 **Data Management** 3.00
 Designed for school business personnel pursuing a graduate degree in school business administration. Subject matter will include building files, updating file content, information retrieval and analyses of data associated with school operations.

Typically Offered:

EDAD 823 **Education Budget and Accounting** 3.00
 Designed for school business personnel pursuing a graduate degree in school business administration. Focuses on design and application of budgeting and accounting procedures such as coding transactions, designing balance sheets, journals and ledgers using spreadsheet programs.

Typically Offered:

EDAD 824 **Educational Program Planning and Evaluation** 3.00
 Advanced-level study of theory and research/practice in association with the organization and operation of public schools. Emphasis on self-analysis of supervisory-administrative style as it relates to the process of supervision involved in performance tasks. Additional focus on program planning and evaluation as related to theory and research/practice in public schools.

Typically Offered:

EDAD 825 **Facilities Planning and Utilization** 3.00
 Study of the principles, techniques, and procedures used in planning of educational facilities in K-12 systems. Emphasis on the assessment of needs, involvement in the planning process, development of educational specifications, long-range planning and financing. Risk management and insurance issues are covered within the knowledge base.

Typically Offered:

EDAD 829 **Externship-Administration of Organization, Operations and Resources** 1.00 - 3.00
 Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #3. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #3.

Typically Offered:

EDAD 830 **Diverse School Community Relations** 3.00

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

Typically Offered:

EDAD 832	Special Education Law	3.00
	Study of the legal aspects of educating disabled learners under Section 504, the Individuals with Disabilities Education Act and No Child Left Behind.	

Typically Offered:

EDAD 839	Externship-Administration of Diverse Community Interests	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #4. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #4.	

Typically Offered:

EDAD 842	Professional Ethics for School Administrators	3.00
	Selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on ethics in public life among professionals, leaders and citizens. Particular emphasis given to political, cultural, business, computer and legal ethics for school leaders.	

Typically Offered:

EDAD 849	Externship-Ethical Manner in Educational Administration	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #5. Pass-Fail. Enrollment limited to practicing educational administrators.	

Typically Offered:

EDAD 850	School Finance and Resource Allocation	3.00
	Study of the theory and practice of school finance at the local, state, and national levels. Emphasis on the economics of education, public finance, and taxation.	

Typically Offered:

EDAD 851	Politics Of Education	3.00
	Examines the governance structure of education. Focuses on the roles of various political factors and special interest groups in the structure and the emergence of new political roles and initiatives in educational administration.	

Typically Offered:

EDAD 854	Advanced Budgeting	3.00
	Theory and practice of advanced budgeting at the local school district level. Emphasis on the meritorious techniques and standards of excellence in budget development and presentation.	

Typically Offered:

EDAD 859	Externship-Political, Social and Economic Contexts of Educational Administration	1.00 - 3.00
	Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #6. Pass-Fail. Enrollment limited to practicing educational administrators.	

Typically Offered:

EDAD 863	Internship: Superintendency	1.50
	A minimum 90-hour administrative internship in a PK-12 superintendency. Prerequisite: Admission to Special Degree Program, completion of nine semester credits in Educational Administration. This course is graded as Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.	

Typically Offered:

EDAD 864	Internship: Superintendency	1.50
	A minimum 90 hour administrative internship in a PK-12 superintendency. Prerequisites: Admission to Specialist Degree Program, completion of nine semester credits in Educational Administration. This course is graded a Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.	

Typically Offered:

EDAD 865	Statistical Methods Research	3.00
	Study of statistical design and methodology used in educational research with emphasis given to understandings of appropriate application of statistical tests to educational data. The student studies application of skills developed in basic statistics. Emphasis on the understanding, planning, and execution of statistical studies, descriptive and inferential in approach. Study is conducted with a computer-oriented approach.	

Typically Offered:

EDAD 866	Advanced Administrative Analysis	3.00
----------	---	------

Scholarly work requirement provides the post-graduate student an opportunity to conduct action research in an educational administration related project. The action research and scholarly paper development is completed under the direction of the student's advisor. Guidelines for action research and the subsequent paper are available from the advisor.

Typically Offered:

SPED - Special Education

Catalog Nbr.	Course Title/Course Topics	Credits
SPED 681	Seminars in Special Education Selected topics and issues in the area of special education. May be taken in several units provided a different topic or issue is studied each time. Typically Offered: Occasional by Demand	0.50 - 4.00
SPED 704	Assessment of Learners with Exceptionalities Addresses the study of measurement theory and basic statistics needed for understanding assessment for the purposes of eligibility for services within special education. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural, and ethical considerations. Assessment interpretation and IEP preparation is examined in depth. Students experience the administration, interpretation and reporting of a select sample of assessment tools Typically Offered:	3.00
SPED 710	Neurocognition This course provides a survey of current research in cognitive neuroscience on language, memory, learning, perception and other higher cognitive functions. Neurocognition involves learning about the anatomy and physiology of the nervous system, along with some coverage of the endocrine system. Presentation of course material is based on typical and atypical development and functioning. Illustrative pathological development and atypical conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder. Typically Offered: Summer Only	3.00
SPED 750	The Exceptional Learner Students research the various federally identified disability groupings of exceptionalities including examination of the effect of federal, state, and local laws and policies on education for students with these exceptionalities. Historical perspectives, legislation and litigation provide background for discussion of current models, theories and philosophies of special education today. Students complete an analysis related to current legislation, regulations, policies and/or ethical issues surrounding educational services for students with exceptionalities. The focus of this class will be through the legal lens focusing on current laws, policies, and practices in the field. Typically Offered:	3.00
SPED 755	Reading-Issues & Interventions Investigate the various aspects of reading challenges so that educators can provide effective reading instruction to readers of various abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. Fieldwork with students who struggle in reading will be required. Typically Offered:	3.00
SPED 756	Increasing the Rigor in Reading Instruction for Diverse Learners Deep study of the use of informational text to support reading comprehension so that educators can provide effective reading instruction to readers of various abilities. Strategies for raising the rigor in reading and writing will be explored at the elementary and secondary level. Fieldwork with students who struggle in reading will be required. Typically Offered: Occasional by Demand	3.00
SPED 758	Methods of Adaptive Instruction Students observe, research and reflect upon methods, strategies, and materials for adapting curricula and instruction to meet the learning needs of students with mild to severe disabilities. This course emphasizes methods to evaluate students' academic and social needs, research and design appropriate curricula and make modifications and accommodations. Students will differentiate curriculum and instruction using high-impact teaching strategies. Students modify an existing curricular element and implement the modification. Typically Offered: Fall, Spring, and Summer Terms	3.00
SPED 760	Behavior Analysis and Intervention Students research and discuss behavioral assessment theories, strategies and programs, functional behavior, positive behavior interventions and strategies, and behavior intervention plans. Students collect data to create and implement a behavior intervention plan. This course emphasizes the application of theory to the academic and behavioral development of school-age children, especially those with exceptional educational needs. Students practice communicating those applications and principles with families, teachers and other community stakeholders. Typically Offered: Fall, Spring, and Summer Terms	3.00
SPED 764	Mathematics Assessment and Strategies	3.00

	This course assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. This course has an emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics.	
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 769	Collaboration and Transition: From School to Community	3.00
	This course promotes working with families and community agencies. Facilitating and planning meetings with families will be an emphasis as well as establishing partnerships with community agencies that serve the needs of families with students who have disabilities. In addition, there will be concentration on transitions skills, through each level of schooling, including to postsecondary options.	
	Typically Offered:	
SPED 772	Collaboration and Consultation in Special Education	3.00
	This course focuses on learning and reflecting upon the skills and dispositions necessary for managing a special education classroom and/or case load. This course includes curriculum design and evaluation, collaboration with multiple stakeholders, time management, assistive technology and universal design.	
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 775	Special Education Directed Student Teaching	1.50
	Students participate in field-based experience at the K-7 and 8-12 grade levels, teaching students who have severe to mild exceptional educational needs in the areas of specific learning disabilities, intellectual disabilities and emotional behavioral disabilities. A student seminar meets online for study and discussion. Students complete a professional Special Educator E-portfolio.	
	Typically Offered: Fall and Spring Terms	
SPED 776	Special Education Directed Student Teaching	1.50
	Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, intellectual disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.	
	Typically Offered: Fall and Spring Terms	
SPED 780	Action Research Methodology	3.00
	Focus on research methodology and topics specific to the field of education. Complete an action research project surrounding an issue of interest/need in your classroom or program through the use of a single subject design. Examine existing research and determine how it may apply to your classroom/program.	
	Typically Offered:	
SPED 781	Independent Study	1.00 - 4.00
	This course is a uniquely designed study arranged with a particular instructor which allows the graduate student to pursue specific areas of need or interest. Approval of the topic and plan of study is required before enrollment.	
	Typically Offered: Fall, Spring, and Summer Terms	
SPED 784	Action Research Project	3.00
	This course includes the implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (staff, faculty, students and/or site). This course is cross-listed with T ED 752.	
	Typically Offered: Fall and Spring Terms	

T ED - Teacher Education

Catalog Nbr.	Course Title/Course Topics	Credits
T ED 581	Selected Topics and Problems in the Area of Teacher Education	0.50 - 3.00
	Offered only as Continuing Education credits. May be taken in several units provided a different topic or program is studied each time as requested.	
	Typically Offered:	
T ED 589	Teacher Education Elective	1.00 - 99.00
	Teacher Education Elective	
	Typically Offered:	
T ED 607	The Middle School and Its Students	3.00
	Provides students with an understanding of the history, philosophy, organization, curriculum, teaching patterns, and particular student needs of middle-level educational institutions. Particular emphasis placed on the planning and maintenance of a school and classroom environment suited to middle-level students to prepare middle-level teachers with the background necessary to teach and work in middle-level schools with students aged 10-14. Field experience or Academic Service-Learning required. This course should be taken the semester prior to student teaching.	

	Prerequisites: Consent of cooperating Instructor and Department Chair.	
	Typically Offered: Occasional by Demand	
T ED 686	Administration of Child Development Programs Focuses on the rapidly changing field of child development programming. Emphasis on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards-based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Through this course, student will shadow the director of a daycare facility. A minimum grade of C in this course is required for all education majors.	3.00
	Typically Offered: Occasional by Demand	
T ED 689	Teacher Education Elective Teacher Education Elective	1.00 - 99.00
	Typically Offered:	
T ED 694	Principles and Practices of Inclusive Teaching Involves the principles inherent in the educational process for integrating children with exceptional needs into the general education school environment (K-12). Designed specifically for the study of the inclusion of students with special educational needs into the general education program and development of teacher skills and knowledge to support this placement. Typically Offered: Fall/Spring Online-On-Campus/Hybrid; Summers online on occasion.	3.00
	Typically Offered: Occasional by Demand	
T ED 699	Directed Studies in Teacher Education Allows the student with special needs and interests to pursue particular areas and problems in education. The problem and/or plan of study requires approval of the instructor within the department who will be directing the study.	0.50 - 6.00
	Typically Offered: Occasional by Demand	
T ED 711	Mathematics Assessment and Strategies Examines assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. Emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics (NCTM 2000).	2.00
	Typically Offered: Occasional by Demand	
T ED 712	Education for the 21st Century Fosters the study of historical, philosophical, and social foundations underlying the development, purposes, organization, and issues of K-12 education in the USA. Topics also include legal, ethical, political, and economic aspects, governance, roles and responsibilities of agencies and associations, and trends. [Paper on development of content specialization as an educational area and present practices and pedagogical issues would be a course assignment.] Basics in multicultural and non-sexist education, positive and appropriate portrayal of diversity, disabilities, and instructional strategies that build inclusivity are covered. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)	3.00
	Typically Offered: Occasional by Demand	
T ED 713	Development and Learning Theories Examines theories of typical and atypical child and adolescent development (physical, social, emotional, cognitive, and moral). Special emphasis is given to understanding and applications of learning theories and approaches that fit with development levels and enhance learning. Course begins to address diverse learners, motivation, management, and climate for learning that is appropriate for developmental levels. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 2, 3 and 4 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)	3.00
	Typically Offered: Fall and Spring Terms	
T ED 716	Interactive and Accessible Learning in Alternative Delivery Explores traits of various educational delivery models and methods for developing learner-centered curriculum which engages all learners in any mode. Addresses instructional design models and implementation strategies in alternative delivery methods.	3.00
	Typically Offered: Spring and Summer Terms	
T ED 717	School Partnerships with Families and Communities Examines the collaborative efforts of educators to support successful family-school-community partnerships that foster development and learning for all learners. Includes strategies and approaches to supporting the diverse cognitive social and emotional needs of learners as a collaborative effort.	3.00
	Typically Offered: Fall and Summer Terms	
T ED 718	Teachers as Leaders The Board of Regents of the University of Wisconsin System 83 of 228	3.00

	Examines the nature of teacher leadership and the impact on student learning within a school setting. Emphasis on the roles of teachers as agents of positive and sustainable change.	
	Typically Offered: Fall and Summer Terms	
T ED 724	Teaching as Reflective Decision Making: Professional Development for 21st Century Students clarify their professional needs and philosophies using understandings of current issues and license renewal processes, and reflective tasks regarding their own practice. For Wisconsin teachers and other teachers building a professional development plan/portfolio, this course offers support in identifying and reflecting on professional strengths and weaknesses in relation to standards in the field, and setting goals for professional development, as required by license renewal under Wisconsin PI34. Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward both the Professional and Master Educator licenses; and INTASC and National Board Standards.	3.00
	Typically Offered: Occasional by Demand	
T ED 728	Diversity Exploration in a K-12 Setting Examination of the issues related to inequities and inequalities in PK-12 classrooms. Explores diversity in education from an historical perspective to inform teaching practices regarding race, culture, class, and gender. Considers power dynamics, pedagogy, and ideologies that frame education in our schools.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 734	Current Developments in Student Learning and Their Applications Study of foundational and recent theories in learning, motivation, and learning environments, and their practical implementation in today's array of classroom. Focuses on how students learn and how to impact student engagement.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 739	Workshop in Supervision of Student Teachers Participants are informed of the policies, procedures and methods used in the supervision of student teachers at UW-Superior. Aimed primarily at teachers who teach subjects and grade levels for which there are shortages of approved cooperating teachers.	1.00
	Typically Offered: Occasional by Demand	
T ED 740	Seminar in Supervision of Student Teachers/Interns Study of policies, procedures and methods used in supervision of student teachers and interns. Open to those who are actual or potential supervisors of student teachers and interns, and is a requirement for teachers who will serve as cooperating teachers in the student teaching and internship program.	2.00
	Typically Offered: Occasional by Demand	
T ED 741	Using Educational Assessment to Inform Practice Study of the principles followed in constructing, using and analyzing formal and informal assessment tasks, tools, standardized tests and results of educational research in the classroom.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 744	Trends in Curricular and Instructional Practices Engages teachers in analyzing and reflecting on current developments and practices in curriculum planning and instructional strategies in k-12 classrooms.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
T ED 750	Foundations of Action Research Emphasizes research methodology and topics specific to the field of education. Students develop an action research project surrounding educational issues in a classroom, program, or site through a single subject design (in quantitative, qualitative, or mixed methods). The focus is on creating an action research proposal and plan that addresses existing research and current needs.	3.00
	Typically Offered: Fall and Spring Terms	
T ED 752	Action Research Project Implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (faculty, staff, students, and/or site). Cross listed with SPED 784	3.00
	Typically Offered: Fall and Spring Terms	
T ED 754	School Law for Classroom Teachers Study the legal framework within which all school employees must operate. Emphasis on laws and sources of laws which affect students, teachers, and instruction.	3.00
	Typically Offered: Fall and Spring Terms	

T ED 781	Independent Study	1.00 - 4.00
Specially designed studies to allow the graduate student to pursue specific areas of need or interest. Approval of the topic of study and the plan of study by the instructor directing the study is required before enrollment.		
Typically Offered:		
Occasional by Demand		
T ED 789	Teacher Education Elective	1.00 - 99.00
Teacher Education Elective		
Typically Offered:		
Occasional by Demand		

Contact Information

University of Wisconsin - Superior
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880

Health and Human Performance

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Health and Human Performance Department Contact Information](#)

Mission Statement

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

Faculty and Staff

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

Course Descriptions

COAC - Coaching

Catalog Nbr.	Course Title/Course Topics	Credits
COAC 689	Coach Elective Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	1.00 - 12.00
	Typically Offered:	

HHP - Health and Human Performance

Catalog Nbr.	Course Title/Course Topics	Credits
HHP 521	Adapted Human Performance (PE) Activity selection, curricular development and program implementation in teaching exceptional/special needs students. Includes hands-on intervention with exceptional/special needs students.	2.00
	Typically Offered: Fall Term Only	
HHP 540	Organization and Administration of Human Performance, Health & Athletics Techniques, procedures, and principles of organizing and administering human performance, allied health and athletic programs. Emphasizes administrative structure, legal liability, and facilities management.	3.00
	Typically Offered: Fall and Spring Terms	
HHP 541	Principles and Theory of Coaching	2.00

	Analysis of the role of the coach, including the latest information concerning legal liability, administration/organizational responsibilities; various coaching philosophies, diverse personalities of athletes, developing team cohesion, psychology of coaching and teaching techniques.	
	Typically Offered: Spring Term Only	
HHP 562	Kinesiology Review of materials associated with basic muscle identification, origin, insertion, and muscle function. Students will learn functional concepts associated with agonist and antagonist, the primary lever systems, how the upper and lower chains of the body assist with function from birth to the older age, and how basic biomechanics of daily function assists with or limits everyday activities and overall health. Virtual lab style activities are used to enhance the learning environment and link knowledge to practical application of skills.	3.00
	Typically Offered: Spring Term Only	
HHP 563	Exercise Physiology Introductory lecture and laboratory course examining the acute and chronic physiological responses to exercise. The lecture portion covers the sub-cellular and metabolic responses to exercise, followed by the systemic responses (neuromuscular, endocrine, cardiopulmonary) as well as body composition, environmental factors, gender, aging and training principles. The laboratory section allows students to accent the lecture portion with hands-on laboratory experiences.	3.00
	Typically Offered: Spring Term Only	
HHP 566	Principles Of Nutrition Lecture-discussion course covering the basics of human nutrition including the macro and micro nutrients, the role of nutrition in health, weight loss and weight gain practices, ergogenic aids and supplements. Also addresses nutrition through the lifespan and global implications. Students required to complete a comprehensive research paper.	3.00
	Typically Offered: Fall Term Only	
HHP 567	Human Sexuality Covers the biological, sociological, and psychological dimensions of human sexuality. Special emphasis on the education aspects.	3.00
	Typically Offered: Spring Term Only	
HHP 622	Adaptive Human Performance (PE) Fieldwork Work experience with exceptional/special needs individuals. Each credit equals approximately 36 hours of on-the-job experience outside the university.	1.00 - 8.00
	Typically Offered: Spring Term Only	
HHP 624	Coaching Students with Special Needs Theory, principles and practical application of coaching sports for exceptional/special needs students. Instructor consent is required to enroll in this course. On demand.	1.00 - 4.00
	Typically Offered: Fall Term Only	
HHP 638	Measurement and Evaluation for Human Performance Introduction to the field of measurement, evaluation and research in human performance. Students are required to complete an independent research project related to their intended profession. Basics of a research proposal, Institutional Review Board and power point presentations are covered.	2.00
	Typically Offered: Spring Term Only	
HHP 656	Foundations of Sport and Exercise Psychology Psychological and scientific principles as they pertain to understanding participants, sport and exercise environments, group processes, and performance, enhancing health and well-being and facilitating psychological growth and development.	2.00
	Typically Offered: Fall Term Only	
HHP 660	Cardiovascular Diagnostics Introductory survey of theoretical considerations and practical applications of electrocardiography and other cardiac interventions.	3.00
	Typically Offered: Fall Term Only	
HHP 669	Pathophysiology of Disease\Prevention and Control Introductory course of basic pathophysiology including epidemiological basics, infectious and non-infectious diseases, systemic responses, and an in-depth study of the leading causes of death in the United States and Canada (coronary heart disease, cancer, pulmonary disease), as well as common disorders (muscular, skeletal, neurological, gastrointestinal, urological and reproductive systems.) Students are required to complete a comprehensive research paper.	3.00
	Typically Offered: Spring Term Only	
HHP 670	Community and Environmental Health	3.00

Survey of health and environmental issues as they relate to the global community. The organizations, resources and personnel involved in promotion and maintenance of the health of a community. Also examines health education theories as they relate to creating a professional health promotion plan.

Typically Offered:

Fall Term Only

HHP 671	Senior Seminar: Community Health Promotion	3.00
	Development, implementation, and administration of community health promotion programs. Instructor consent is required.	
	Typically Offered: Occasional by Demand	
HHP 690	Independent Study	1.00 - 6.00
	Intensive investigation of various phases, trends and/or programs in health or human performance. Each student presents a thorough paper on a selected phase, trend or problem in human performance.	
	Typically Offered: Fall and Spring Terms	
HHP 691	Fieldwork	1.00 - 12.00
	Varied opportunities to work in field settings. Each credit equals approximately 36 hours of on-the-job experience outside the university. Normally open to juniors and seniors. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 692	Experiential Learning	1.00 - 12.00
	Credit for certain non-classroom experiences on campus. Normally open to juniors and seniors. Credit for experience is normally sought prior to its occurrence. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 694	Workshop	1.00 - 8.00
	Short-term, activity/health oriented course in a specialized area. Instructor consent is required to enroll in this course. Instructor consent is required.	
	Typically Offered: Fall and Spring Terms	
HHP 695	Current Topics Seminar	1.00 - 12.00
	Advanced seminar on major contemporary developments in the area of human performance and athletics.	
	Typically Offered: Occasional by Demand	
HHP 696	Internship	10.00 - 20.00
	On-the-job experience with community agencies to provide students with realistic opportunities to apply their skills to practical problems. A student must work at a site a minimum of 450 hours to receive internship credit. Field Experiences Director's consent is required to enroll in this course.	
	Typically Offered: Fall and Spring Terms	
HHP 700	Research Seminar	3.00
	Advanced seminar to instruct students on the procedures and sources for obtaining the latest information in the field and to provide a forum for discussion of advances in the field. Emphasis on library research, bibliographic data retrieval, writing a seminar paper, and oral presentation of the seminar paper.	
	Prerequisites: Consent of cooperating Instructor and Department Chair.	
	Typically Offered: Occasional by Demand	
HHP 701	Legal Liability in Human Performance and Athletics	3.00
	Case study approach to liabilities that may be encountered by schools and community agencies in their human performance, athletic, intramural and recreational programs. Interpretation of legal precedents and their implications for the organization and management of sports, including, equipment, facilities, supervision, transportation, and handling of injuries.	
	Prerequisites: Consent of cooperating Instructor and Department Chair.	
	Typically Offered: Occasional by Demand	
HHP 702	Administration of Athletics	3.00
	Independent study of the administrative techniques, policies and procedures necessary to successfully administer athletic programs, including current administrative problems.	
	Typically Offered: Occasional by Demand	
HHP 703	Supervision of Human Performance	3.00

	History, philosophy, principles and techniques of supervising human performance in the elementary and secondary schools. Professional qualities and preparation of supervisors of student teachers in human performance will also be included.	
	Prerequisites: Consent of cooperating Instructor and Department Chair.	
	Typically Offered: Occasional by Demand	
HHP 704	Human Performance Curriculum Development Current types of instructional programs in elementary, middle and senior high schools. Emphasizes techniques of planning functional human performance curricula considering facilities and staff. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand	3.00

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

Health and Human Performance Department Contact Information

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

Human Behavior, Justice and Diversity

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Human Behavior, Justice and Diversity Department Contact Information](#)

Mission Statement

[Human Behavior, Justice and Diversity Department](#) is a multi-disciplinary department housing [Social Work](#), [Psychology](#), [Legal Studies](#) and [First Nations Studies](#).

Faculty and Staff

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

Course Descriptions

FNS - First Nation Studies		
Catalog Nbr.	Course Title/Course Topics	Credits
FNS 686	Special Topics	1.00 - 4.00
	In-depth study of specialized current topics in First Nations Studies selected by the instructor. May be repeated for credit when instructor and/or topics are different. Instructor's approval required.	
	Typically Offered: Fall and Spring Terms	
PSYC - Psychology		
Catalog Nbr.	Course Title/Course Topics	Credits
PSYC 789	Psychology Elective	1.00 - 99.00
	Transfer credits ONLY from another accredited institution not equivalent to a UW-S course.	

Typically Offered:

Human Behavior, Justice and Diversity Department Contact Information

Human Behavior, Justice and Diversity Department
University of Wisconsin - Superior
Swenson Hall 3113
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8158
Email: lgoerd@uwsuper.edu

Mathematics and Computer Science

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Degrees](#)
- [Course Descriptions](#)
- [Mathematics and Computer Science Department Contact Information](#)

Mission Statement

UW-Superior's [Mathematics and Computer Science Department](#) provides majors and minors in [Computer Science](#), [Mathematics](#), and [Mathematics Education](#). The programs provide a core of fundamental courses along with an array of electives that enable students to pursue special interests. Using this versatile, highly regarded program, students can choose a major, minor, certification or associates degree that prepares them for a career or graduate study in Computer Science, Mathematics, Information Technology and Systems, Engineering or Mathematics Education.

Faculty and Staff

Bezroukov, Serguei - Professor
 Glesener, Kristopher - Senior Lecturer
 Gu, Xiaofeng - Assistant Professor
 Kahler, Heather - Senior Lecturer
 Khorroosi, Hossain - Sr Lecturer, Mathematics
 Leck, Uwe - Associate Professor
 Lynch, Shaun - Professor, Info Technology
 Lynch, Patser - Academic Department Associate
 Rosenberg, Steven - Associate Professor
 Scott, Chad - Professor and Department Chair
 Toscano, Marilyn - Senior Lecturer
 Tucker, Shin-Ping - Associate Professor

Degrees

- [Master of Science in Cybersecurity](#)
- [Master of Science in Information Technology Management](#)

Course Descriptions

CSCI - Computer Science

Catalog Nbr.	Course Title/Course Topics	Credits
CSCI 681	Special Topics	1.00 - 4.00
	Graduate level investigation of one or more topics of current interest. Not intended for independent study projects. May be repeated, but no more than a total of eight credits may be earned from both MATH 681 and CSCI 681.	
	Typically Offered: Occasional by Demand	

CYB - Cybersecurity

Catalog Nbr.	Course Title/Course Topics	Credits
CYB 700	Cybersecurity Fundamentals	3.00
	Introduces fundamental concepts and design principles in cybersecurity. Students will understand what, why, and how to protect in the cyberworld. Topics include CIA (Confidentiality, Integrity, and Availability), threats, attacks, defense, least privilege, access control and password management, security policies, critical controls, incident-handling and contingency planning, risk assessment and management.	

	Typically Offered: Fall, Spring, and Summer Terms	
CYB 703	Network Security examines network architectures, threats and attack surfaces exploited by these threats. Students will look at network traffic inspection, common attacks and defensive techniques like encryption, network segmentation, firewalls, application proxies, honeypots, DMZs, monitoring networks using: intrusion detection and intrusion prevention systems, and network access control.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 705	Cybersecurity and Society Presents the principles of applied sociology that account for the human factors in security systems. Topics include an examination of the human role in cybersecurity, the role of security in the context of an organization, and a special focus on the development and implementation of cybersecurity policies.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 707	Cybersecurity Planning Instruction on the process used to develop and maintain appropriate security levels for an organization with a focus on implementing a comprehensive security program, a documented set of security policies, procedures, guidelines, and standards. Topics include security planning, strategies, controls, and metrics for measuring the effectiveness.	3.00
	Prerequisites: CYB 700 prerequisite	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 710	Introductory Cryptography Fundamentals of applied cryptography, including encryption and decryption, symmetric and asymmetric systems, pseudorandom functions, block ciphers, hash functions, common attacks, digital signatures, key exchange, message authentication and public key cryptography. Implementation of cryptographic systems in an approved programming language. Survey of relevant mathematical concepts, including elementary number theory.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 715	Managing Security Risk Covers risk management processes and tools, risk assessment and analysis models, economic and control implications, risk measurement, and the ethics of risk. Students will communicate the technical and management-aspects of risk, based on research of their chosen industry, related regulation, recent industry reports, and risk implications to organizations, individuals and the nation.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 720	Communication in Cybersecurity Research, organize, and present technical information to audiences with varying goals and technical needs. Emphasis on ethics, critical thinking, listening skills, and feedback to develop effective messages utilizing verbal and nonverbal communication strategies and visual aids. Individual and group presentations and projects will emulate professional scenarios in cybersecurity.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 725	Computer Forensics This course provides instruction on the investigative and forensics processes of digital evidence with a focus on identifying indicators of compromise, the use of common forensics tools, and the preservation of forensics tools. Topics include forensics iconology, and the analysis of disk, memory, chip-off, mobile device, and OS artifacts.	3.00
	Prerequisites: Successful completion of CYB 700, 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 730	Computer Criminology A primer on modern criminology with specific attention to the aspects of technology that facilitate criminal behaviors. Topics include computer crime laws, criminological theories of computer crime, court room and evidentiary procedure, idiographic and nomothetic digital profiling, computer crime victimology, habit/authorship attribution, stylometry, and case linkage analysis.	3.00
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 735	Network Forensics Covers protocol analysis, identification of malicious behavior in systems, and forensic investigations through event log aggregation, correlation and analysis. Students will analyze clips of network protocol analysis to discern methods of attacks and malicious activities. Reviews wired and wireless protocols and cover their associated attacks, with case studies involving protocol analysis, log analysis, and other tools.	3.00
	Prerequisites: Successful completion of CYB 703	
	Typically Offered: Fall, Spring, and Summer Terms	

CYB 740	Incident Response and Remediation	3.00
	Addresses how to set up an incident response system in an organization and the phases of an IR: Preparation, Identification, Notification, Containment, and Eradication of the threat actors, and Recovery and Reporting to prevent future incidents. Students will learn about the use of IDS and forensics, dealing with false alarms and the remediation process to minimize business impact, plan business continuity, and work with law enforcement, auditors, insurance, and compliance.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 745	Secure Operating Systems	3.00
	Covers operating systems security infrastructure. Topics include, for a given operating system (Windows/Linux), updates and patches, access controls and account management, configuration management, hardening and securing services, and the use of scripting languages to automate security management. Additional topics may include auditing and forensics, virtualization and cloud computing.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 750	Offensive Security	3.00
	This course includes active defenses such as penetration testing, log management, hacking, threat management and system posturing. Students completing this course will have an understanding of, and the ability to preemptively secure computer and network resources by utilizing information about threats, actors and attack vectors and the ethics behind using this data.	
	Prerequisites: Successful completion of CYB 700, 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 755	Security Administration	3.00
	Covers the policy and governance aspects of security. Topics include application of security policies, standards, procedures and guidelines to administration of IT and communications, assessment of compliance including contractual, legal, industry standard, privacy and regulatory requirements, and implementation of security audits and assessment of security performance and security policy efficacy.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 760	Leadership & Teams	3.00
	Focuses on leadership best practices and the interpersonal processes and structural characteristics that influence the effectiveness of teams. Emphasis will be placed on leadership models, principles of team building, group dynamics, problem solving, and crisis management in cybersecurity issues. Course will include case studies of modern security incidents.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 765	Cybersecurity Management	3.00
	Covers management of cybersecurity policies and strategies at the organizational, national, and transnational levels. Examines the implications of key domestic and international regulations and changes in information technology and communications on security operations. Includes development of organizational security preparation, processes, and responses, and developing a disaster recovery program.	
	Prerequisites: Successful completion of CYB 700, 703, 705, 707, 715, 720	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 770	Security Architecture	3.00
	Focuses on security architectures for the protection of information systems and data. Students completing this course can identify potential vulnerabilities in system architectures and design secure architectures. Topics include common enterprise and security architectures and their key design elements, such as secure cloud computing and virtualization infrastructures.	
	Prerequisites: Successful completion of CYB 703	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 775	Applied Cryptography	3.00
	An in-depth study of modern cryptography. Topics include public key and private key cryptography, types of attacks, cryptanalysis, perfect secrecy, hashing, digital signatures, virtual private networks, and quantum key cryptography. Topics from number theory and discrete probability necessary for understanding current cryptosystems and their security will be covered.	
	Prerequisites: Successful completion of CYB 710	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 780	Software Security	3.00

	Covers the foundations of engineering secure applications, including techniques used to engineer secure software and assess the security of applications. Topics include exploiting web vulnerabilities, secure development processes, implementing security features such as secure data storage and transmission, threat modeling, security requirements, code analysis, and penetration testing.	
	Typically Offered: Fall, Spring, and Summer Terms	
CYB 785	Cyber-Physical Sys. Security Covers the fundamentals and techniques to design and implement cyber-physical systems. Topics include the architecture of cyber-physical systems, exploiting software vulnerabilities, secure coding, microservices security, cloud services security, reverse engineering, security assessment of cyber-physical systems, and data analytics for security. Prerequisites: Successful completion of CYB 775 Typically Offered: Fall, Spring, and Summer Terms	3.00
CYB 789	Cybersecurity Pre-capstone Prepares student for capstone experience. Draws on skills learned, students will submit a written project proposal - with organization, timeline, learning objectives, and specific deliverables identified – for faculty approval. This course is a pre-requisite for the capstone course. Prerequisites: Completion of CORE courses CYB 700, 703, 705, 707, 710, 715, 720, 725, 730, 740, 745, 750, 755, 760, 765, 770, 775, 780, 785 Typically Offered: Fall, Spring, and Summer Terms	3.00
CYB 790	Cybersecurity Capstone Students present project identified in Capstone Preparation and submit a written report plus oral presentation to both faculty and host organization. Students will be assessed on clarity and content of written report and presentation. Prerequisites: Successful completion of CYB 789 Typically Offered: Fall, Spring, and Summer Terms	3.00

ITM - Information Technology Management

Catalog Nbr.	Course Title/Course Topics	Credits
ITM 700	Communications for IT Professionals This course focuses on developing communication skills for IT professionals. Students will learn how to deliver effective presentations, conduct crucial conversations with stakeholders, and develop verbal and nonverbal communication skills emphasizing cultural sensitivity, diversity, and ethics. Students will also conduct relevant research and critically evaluate information to make informed evidence-based decisions. Prerequisites: Admission to MS in Information Technology Management program Typically Offered: Fall, Spring, and Summer Terms	3.00
ITM 705	Leading the IT Function This course focuses on the differences between and application of management and leadership theories in an IT environment. Utilizing an array of assessment activities, students will identify and understand one's own personal assets and liabilities to become an effective leader and agent of change in a complex adaptive system. Prerequisites: Admission to MS in Information Technology Management program Typically Offered: Fall, Spring, and Summer Terms	3.00
ITM 710	Finance for IT Managers This course will frame financial decisions within general and project accounting principles. Topics include: pro forma financial statements, time value of money, cash flows and equivalence, depreciation, net present value, rate of return, and ratio analysis. Students will prepare budgets that prioritize projects within constraints, address uncertainty and intangibles, and integrate with project scheduling. Prerequisites: Admission to MS in Information Technology Management program Typically Offered: Fall, Spring, and Summer Terms	3.00
ITM 715	Data Science This course examines key data science concepts, methods, and processes. It addresses issues for developing, managing and supporting data-driven decision-making in the organization and provides knowledge and tools for incorporating data science into IT project workflows. Topics include, but are not limited to, data analytics, data warehousing, machine learning, and artificial intelligence. Prerequisites: Admission to MS in Information Technology Management program	3.00

	<p>Typically Offered: Fall, Spring, and Summer Terms</p>	
ITM 720	<p>Cloud Computing and Enterprise Applications</p> <p>Students will learn to leverage cloud services to streamline computing resources, deploy enterprise applications, improve user access and system reliability, and utilize advanced computing capabilities. Foundation concepts include: virtualization, multi-tenant architecture, and software defined networking. Examines the full range of services available to organizations along with deployment strategies, evaluation criteria, economic justification, and manageability.</p> <p>Prerequisites: Admission to MS Information Technology Management Program and ITM 710.</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 725	<p>Enterprise Security</p> <p>Students will explore the technical, administrative, and physical aspects of IT security. They will investigate various threats within IT and fraud and apply information classification to the design of information, network and physical security. Students will evaluate the business processes of risk, business continuity, audit, and the risk within software development.</p> <p>Prerequisites: Admission to the MS Information Technology Management program and ITM 700</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 730	<p>Agile and Traditional IT Project Management</p> <p>This course examines project management concepts as applied to IT projects and covers traditional PMBOK techniques such as project identification, selection, procurement, and cost/schedule preparation and monitoring. Students will be introduced to agile IT project management concepts including Scrum and Extreme Programming. This course requires students to apply these concepts to group projects.</p> <p>Prerequisites: Admission to MS Information Technology Management Program and ITM 700 and 710.</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 735	<p>Business Analysis and System Development</p> <p>This course focuses on the importance, role, and techniques of the business analysis function in the modern IT organization. This course is organized around the six knowledge areas and associated techniques of the Business Analysis Body of Knowledge (BABOK) specified by the International Institute of Business Analysis.</p> <p>Prerequisites: Admission to the MS Information Technology Management program and ITM 730.</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 740	<p>IT Operations</p> <p>This course explores best practices and techniques for ensuring the smooth functioning of the IT infrastructure and operational environments to support development and deployment of applications and services within the organization. Coverage includes network infrastructure; servers and devices; computer operations; service management; facilities; help desk services, DevOps, and process automation.</p> <p>Prerequisites: Admission to the MS Information Technology Management program and ITM 735.</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 745	<p>IT Governance, Ethics, and Regulatory Compliance</p> <p>This course examines best practices in IT governance to achieve regulatory compliance, optimize use of available resources, ensure trustworthiness of enterprise information, and support business strategies and objectives. Topics include: strategic alignment, IT service and control frameworks, portfolio management, IT risk management, and ethical issues in IT governance.</p> <p>Prerequisites: Admission to the MS Information Technology Management program and ITM 735</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 750	<p>Evaluation of Emerging Technologies</p> <p>This seminar course researches, identifies and evaluates significant new trends, technologies and events influencing the global environment of information technology and systems. The course will evaluate future and disruptive technologies, strategies for successful implementation of innovative technologies, critical thinking, and ethics pertaining to its use</p> <p>Prerequisites: Admission to the MS Information Technology Management program and ITM 740.</p> <p>Typically Offered: Fall, Spring, and Summer Terms</p>	3.00
ITM 754	<p>Capstone Preparation</p> <p>Students select their capstone project, create a plan, define deliverables, secure approval and complete setup of their development environment. Students review concepts necessary for completion of the capstone including Agile project management, systems analysis and communicating with technical and non-technical audiences. Additional topics may be included.</p>	1.00

Prerequisites:

Admission to MS in Information Technology Management program

Typically Offered:

Fall, Spring, and Summer Terms

ITM 755	Capstone	3.00
In this course, students complete the projects approved in the Capstone Preparation course. This course includes the management, development and delivery of an information technology project to a client or employer, including regular communication of status to both technical and non-technical audiences		
Prerequisites: Admission to the MS Information Technology Management program and ITM 754		
Typically Offered: Fall, Spring, and Summer Terms		

MATH - Mathematics

Catalog Nbr.	Course Title/Course Topics	Credits
MATH 681	Special Topics	1.00 - 4.00
In-depth study of specialized current topics in mathematical sciences. May be repeated when topics are different.		
Typically Offered: Occasional by Demand		

Mathematics and Computer Science Department Contact Information

Mathematics and Computer Science Department
 University of Wisconsin - Superior
 Swenson Hall 3030
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8028
Email: mcs-ada@uwsuper.edu

Music

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Music Department Contact Information](#)

Mission Statement

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

Faculty and Staff

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

Course Descriptions

MUSED - Music Education		
Catalog Nbr.	Course Title/Course Topics	Credits
MUSED 515	General Music (515) at the EC-A (74) Licensure in General Music: Post baccalaureate program leading to licensure in General Music (515) at the EC-A (74) level in the Teaching category. Program for music educators seeking additional licensure in music education, specifically, general music.	0.00 - 3.00
	Prerequisites: Must hold a BME in Choral or Instrumental Music Education. Contact the UW-S Music Education Coordinator for individually designed program plan and approval.	
	Typically Offered:	

Music Department Contact Information

University of Wisconsin - Superior
Holden Fine and Applied Arts Center 1100
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8115
Email: music@uwsuper.edu

Natural Sciences

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Natural Sciences Department Contact Information](#)

Mission Statement

Welcome to the [Natural Sciences Department!](#) We are a multidisciplinary group with programs in Biology, Chemistry, Physics, Geology and Geography. Our curriculum focuses on using scientific inquiry as a way of knowing and applying scientific knowledge to societal issues of local, regional, and global importance.

Faculty and Staff

Arnhold Davies, Michelle - Asst Professor, Physiology
 Bajjali, William - Professor
 Balcer, Mary - Professor, Aquatic Ecology
 Breckenridge, Andrew - Associate Professor
 Burkett, Edward - Professor, Biology
 Cook, Peter - Assistant Professor, Physics
 Danz, Nicholas - Assoc Professor, Plant Science
 Gabrys-Alexson, Randy - Professor, Geography
 Lane, James - Professor, Chemistry
 Nelsen, Melissa - Associate Professor, Chemistry
 Riker-Coleman, Kristin - Asst Professor, Geology
 Rios Mendoza, Lorena - Assistant Professor, Chemistry
 Schmude, Kurt - Associate Professor
 Schuldt, Jeffrey - Professor, Biology
 Teneyck, Matthew - Senior Lecturer
 Waxman, Michael - Professor, Chemistry

Course Descriptions

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

GEOG - Geography		
Catalog Nbr.	Course Title/Course Topics	Credits
GEOG 681	Special Topics	1.00 - 6.00
	In-depth study of specialized topics in geography selected by the faculty on the basis of student interest/need. May include workshops, seminars, special issues, etc. Course may be repeated when topics are different. Offered on demand.	
	Typically Offered:	

GEOL - Geology		
Catalog Nbr.	Course Title/Course Topics	Credits
GEOL 681	Special Topics	1.00 - 4.00

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

Typically Offered:
Occasional by Demand

PHYS - Physics

Catalog Nbr.	Course Title/Course Topics	Credits
PHYS 681	Special Topics	1.00 - 6.00
	In-depth study of specialized current topics in physics selected by the faculty on the basis of community interest. May include workshops, seminars, field trips, special problems, independent study. May be repeated when topics are different. Instructor consent required.	
	Typically Offered:	

Natural Sciences Department Contact Information

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

School of Business and Economics

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Degrees](#)
- [Course Descriptions](#)
- [School of Business and Economics Contact Information](#)

Mission Statement

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

Faculty and Staff

Christensen, Ethan - Assistant Professor
 Hembd, Jerry - Professor
 Mahjabeen, Rubana - Assistant Professor
 Opall, Brent - Adjunct Professor
 Simkins, Zamira - Associate Professor

Degrees

- [Master of Science in Data Science](#)
- [Master of Science in Sustainable Management](#)

Course Descriptions

DS - Data Science		
Catalog Nbr.	Course Title/Course Topics	Credits
DS 700	Foundations of Data Science	3.00
	This course provides an introduction to data science and highlights its importance in business decision making. It provides an overview of commonly used data science tools along with spreadsheets, databases, statistics and programming assignments to lay the foundation for data science applications.	
	Prerequisites: Admission to M.S. in Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 705	Statistical Methods	3.00
	Statistical methods and inference procedures will be presented in this course with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple and multiple regression, model selection, correlation, moderation/interaction analysis, logistic regression, chi-square test, ANOVA, Kruskal-Wallis test, MANOVA, factor analysis, and canonical correlation analysis.	
	Prerequisites: Successful completion of DS 700 and Admissions to M.S. in Data Science program	
	Typically Offered: Fall and Spring Terms	
DS 710	Programming for Data Science	3.00
	Introduction to programming languages and packages used in Data Science.	
	Prerequisites: Admission to M.S. in Data Science program	

	Typically Offered: Fall and Spring Terms	
DS 715	Data Warehousing Introduce the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making process. Prerequisites: Admission to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 730	Big Data: High Performance Computing This course will teach students how to process large datasets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large data sets across clusters. Prerequisites: Successful completion of DS 710 and declared Data Science Major Typically Offered: Fall and Spring Terms	3.00
DS 735	Communicating about Data This course will prepare you to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers. Prerequisites: Admission to M.S. in Data Science program Typically Offered:	3.00
DS 740	Data Mining & Machine Learning This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data - including text mining, web text mining and social network analysis. Prerequisites: Successful completion of DS 700 & DS 710 and Admissions to M.S. in Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 745	Visualization and Unstructured Data Analysis This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data - including text mining, web text mining and social network analysis. Prerequisites: Successful completion of DS 740 and Admission to the M.S. Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 760	Ethics of Data Science This course will focus on the investigation of ethical issues in computer science that ultimately also pertain to data science, including privacy, plagiarism, intellectual property rights, piracy, security, confidentiality and many other issues. Our study of these issues will begin broadly, with a look at ethical issues in computer science at large. We will then make inferences to the narrower field of data science. We will consider ethical arguments and positions, the quality and integrity of decisions and inferences based on data and how important cases and laws have shaped the legality, if not the morality, of data science related computing. Case studies will be used to investigate issues. Prerequisites: Successful completion of DS 740 and Admission to the M.S. Data Science program Typically Offered: Fall and Spring Terms	3.00
DS 775	Prescriptive Analytics This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, and simulation. Case studies and applications will be emphasized. Prerequisites: Successful completion of DS 705 and DS 710 and Declared DS Major Typically Offered: Fall and Spring Terms	3.00
DS 780	Data Science and Strategic Decision Making The interaction between data science and strategic decision making. Leveraging data resources for competitive advantage in the marketplace. Prerequisites: Admission to M.S. in Data Science program	3.00

	Typically Offered: Fall and Spring Terms	
DS 785	Data Science Capstone Capstone course; students will develop and execute a data science project using real-world data and communicate results to a non-technical audience. Prerequisites: Successful completion of Data Science 700, 705, 710, 715, 730, 735, 740, 745 & 775 Typically Offered: Fall and Spring Terms	3.00

HWM - Health & Wellness Management		
Catalog Nbr.	Course Title/Course Topics	Credits
HWM 700	Contemporary Health and Wellness Perspectives In this course, students will examine health and wellness concepts and probe foundational thinking associated with the contemporary health and wellness field. Expectations and development of the wellness professional will be explored. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered: Fall and Spring Terms	3.00
HWM 705	Strategic Management for Wellness Managers This course introduces students to management concepts to create strategic direction and the role of leadership in setting strategy capable of meeting competitive challenges within the wellness industry. Topics include key management theories; role of stakeholders; issue identification; program evaluation; and business plan development. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered: Fall and Spring Terms	3.00
HWM 710	Research Methods for Wellness Programs This course covers research methods and designs relevant to wellness program managers. Students will be introduced to various research designs including experimental and nonexperimental, as well as quantitative and qualitative research methods. The course will focus on providing a practical understanding of several statistical tools used in wellness-related research. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered:	3.00
HWM 715	Persuasion Skills for Wellness Managers In this course, students will develop communication and persuasion skills, which are essential for wellness managers. Utilizing a variety of media and techniques, students will hone their communication skills. Students will apply key marketing concepts to mount effective marketing campaigns for their organization. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered:	3.00
HWM 720	Exercise and Nutrition in Health and Disease This course introduces students to the roles that physical activity and nutritional practices play in the prevention, management, and treatment of chronic diseases and conditions such as obesity, cardiovascular disease, cancer, diabetes, COPD, arthritis, depression and anxiety. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered: Fall and Spring Terms	3.00
HWM 730	Biopsychosocial Aspects of Health This course is a survey of biological, psychological and social-environmental aspects of wellness. Taking an applied focus, students will learn current theoretical and evidenced-based approaches in psychology, integrative medicine, and behavioral economics that impact wellness. Prerequisites: Admission to MS in Health and Wellness Program Typically Offered: Fall and Spring Terms	3.00
HWM 740	Health Systems and Policy for Wellness Managers This course provides information pertaining to the US Health Care system with emphasis on health and wellness. It provides an overview of the major public and private stakeholders including public health, insurance, and health care providers. Participants will examine how health policy impacts the design and financing of wellness programs.	3.00

	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 750	Planning and Evaluation for Wellness Managers This purpose of this course is to examine planning and evaluation as inter-related, cyclical activities. Students will examine major activities and processes involved in planning and evaluating wellness programs.	3.00
	Prerequisites: Successful completion of HWM 705 and HWM 710	
	Typically Offered: Fall and Spring Terms	
HWM 760	Wellness Law This course introduces students to the legal and ethical environment of wellness management. Topics include the Affordable Care Act, Americans with Disabilities Act and HIPAA. Students will learn effective negotiation skills that can be used when dealing with contracts and vendors.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 770	Behavior and Development in Organizations In this course, students will study organizations, their members and why people and groups behave as they do. Processes and methods that improve behavior, effectiveness, and efficiency in organizational settings will be examined. The course will also cover various methods for assessing organizational behavior and change.	3.00
	Prerequisites: Admission to MS in Health and Wellness Program	
	Typically Offered: Fall and Spring Terms	
HWM 780	Best Practices and Emerging Issues in Wellness In this course, students will study emerging trends, innovations, and best practices in the health and wellness industry with emphasis on preventative health care. Students will investigate major health challenges, programs, and policies to determine the influence of social, economic, multicultural, and global pressures on successful wellness practices	3.00
	Prerequisites: Successful completion of HWM 700, 705, 710, 720, and 730.	
	Typically Offered: Fall and Spring Terms	
HWM 790	Health and Wellness Management Capstone Course This course provides a cohesive experience designed to synthesize and apply information from the MS HWM curricula. Students complete an individual capstone experience that demonstrates thorough understanding of the knowledge, skills and disposition necessary to be a successful health and wellness manager.	3.00
	Prerequisites: Successful completion of HWM 780	
	Typically Offered: Fall and Spring Terms	

SMGT - Sustainable Management

Catalog Nbr.	Course Title/Course Topics	Credits
SMGT 700	Cultural and Historical Foundations of Sustainability The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.	3.00
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 710	The Natural Environment Natural cycles, climate, water, energy, bio-systems, eco-systems, the role of humans in the biosphere; human impacts on natural systems. Use of case studies; some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity; carrying capacity; natural capital.	3.00
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	

SMGT 720	Applied Research and the Triple Bottom Line	3.00
	Document and project internal and external costs resulting from the inseparability of the natural, social and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis and business scenario based cases.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 730	Policy, Law and Ethics of Sustainability	3.00
	The Law and Ethics regarding sustainability of Economic development and emerging environmental challenges at national and international levels; including National Environmental Policy Act (NEPA), Carbon Footprints, Kyoto protocol, and Brundtland Commission. The policy and role of government and its agencies such as Army Corps of Engineers; Department of Interior, etc., in building a more just, prosperous, and secure environmental common future.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 740	Economics of Sustainability	3.00
	Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 750	The Built Environment	3.00
	Explore how the built environment came to be and the intersection of human needs: water, air, food, water, waste, transportation, healthcare and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 760	Geopolitical Systems	3.00
	An examination of decision making and public policy for sustainability at the national, state, and local level, with emphasis on the social, economic, political factors affecting decisions within both the public and private sectors. Attention is given to formal American policy making processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 770	Leading Sustainable Organizations	3.00
	A macro-level perspective on leading sustainable organizations. Topics addressed include: organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stake holder management and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 780	Corporate Social Responsibility	3.00
	Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 782	Supply Chain Management	3.00

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

Prerequisites:

Admission to M.S. in SMGT Program.

Typically Offered:

Fall and Spring Terms

SMGT 784	Sustainable Water Management	3.00
	This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered:	
SMGT 785	Waste Management and Resource Recovery	3.00
	Topics include the generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment and life cycle analysis.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 786	Climate Change	3.00
	In this course, you will explore climate change through scientific, humanistic, and sustainability frameworks. After building a strong foundation in the causes, impacts, and study of climate change, you will apply this understanding to evaluate scientific communication, environmental justice and vulnerability, and environmental policy to find solutions and strategies to address anthropogenic climate change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Spring Term Only	
SMGT 786	Climate Change	3.00
	In this course, you will explore climate change through scientific, humanistic, and sustainability frameworks. After building a strong foundation in the causes, impacts, and study of climate change, you will apply this understanding to evaluate scientific communication, environmental justice and vulnerability, and environmental policy to find solutions and strategies to address anthropogenic climate change.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Spring Term Only	
SMGT 790	Capstone Preparation Course	1.00
	Research, data analysis, scholarly inquiry resulting in project proposal.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 792	Capstone Project	3.00
	Completion of approved project utilizing concepts from coursework.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Fall and Spring Terms	
SMGT 795	Special Topics in Sustainable Management	3.00
	Various specialized areas of sustainable management will be examined. This course may be repeated for credit with a different topic.	
	Prerequisites: Admission to M.S. in SMGT Program.	
	Typically Offered: Occasional by Demand	
SMGT 799	Study Abroad	3.00
	Study abroad courses are conducted in various parts of the world and are led by one or more faculty members. This course may be repeated in different locations.	

Prerequisites:

Admission to M.S. in SMGT Program.

Typically Offered:

Occasional by Demand

School of Business and Economics Contact Information

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

Social Inquiry

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Social Inquiry Department Contact Information](#)

Mission Statement

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

Faculty and Staff

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

Course Descriptions

No courses found.
 Please revise your search and try again.

Social Inquiry Department Contact Information

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

Visual Arts

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Visual Arts Department Contact Information](#)

Mission Statement

The Visual Arts Department at the University of Wisconsin-Superior prepares students to be innovative, reflective, articulate and ethical professionals. Students develop technical and relational competence, informed aesthetic discernment, and a contextual understanding of contemporary practices with a commitment to diversity.

Faculty and Staff

For the current faculty and staff listing, please visit the [Department website](#).

Course Descriptions

ART - Art		
Catalog Nbr.	Course Title/Course Topics	Credits
ART 698	Practicum Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form.	1.00 - 7.00
	Typically Offered: Fall and Spring Terms	
ART 702	Art Therapy Seminar Investigation into topics of diagnosis and treatment in mental health. This course explores major categories of mental illness using the DSM, and the therapeutic methods that may be used for various disorders. Current research will be discussed.	3.00
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Fall Term Every Other Year	
ART 704	Issues in Visual Arts Advanced study of theoretical frameworks, concepts, contents, and contexts of visual arts. Topic will vary from the spirituality and the sacred in art, psychology and philosophy of art, primitivism in contemporary/modern art, cultural politics in art, feminism in art, science and technology in art, among others.	3.00
	Typically Offered: Fall Term Only	
ART 705	Graduate Drawing Advanced studies in drawing. Individual development emphasized.	3.00
	Typically Offered: Fall and Spring Terms	
ART 710	Graduate Painting Advanced studies in painting.	3.00
	Typically Offered: Fall and Spring Terms	
ART 711	Graduate Collage Advanced studies exploring the theory and practice of mixed media approaches to drawing and painting.	3.00

	Typically Offered: Spring Term Only	
ART 713	Ethical Considerations in Art Therapy	3.00
	This course provides an overview to the ethics and professional values that correspond to the practice of art therapy. Practical applications pertaining to matters of diversity, social justice and the use of technology will be addressed. This course also focuses on the awareness of one's own cultural history and the role that background plays in personal perceptions and world views. Through readings, examination of case studies, digital media and experiential approaches, students will gain an understanding of the legal and ethical issues involved in the practice of art therapy.	
	Prerequisites: Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.	
	Typically Offered: Spring Term Only	
ART 719	Multi-Modal Art Therapy	3.00
	An exploration of Multi-Modal healing techniques and their application in Art Therapy, Drama, Music, Poetry, and Play Therapy will be studied scholastically and experientially. Professionals in the field as well as varied techniques will be introduced.	
	Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent.	
	Typically Offered: Spring Term Every Other Year	
ART 720	Studies in American Art	3.00
	American art of the Colonial, 19th or 20th Century period including sculpture, architecture and painting.	
	Typically Offered: Occasional by Demand	
ART 721	Mediterranean	3.00
	Architecture, sculpture, craft, and painting of the Mediterranean and Near East cultures to include any one or combination of Mesopotamia, Egypt, Greece, Rome or early Christian/Byzantine.	
	Typically Offered: Occasional by Demand	
ART 723	Medieval Art	3.00
	a) Early Christian and Byzantine; b) Medieval; c) Romanesque; d) Gothic: A detailed investigation of the art of the Middle Ages.	
	Typically Offered: Occasional by Demand	
ART 724	Visual Arts in Non-Western Societies	3.00
	Study of visual arts in non-western societies including North American Indian/Native American; Mesoamerican; Oceania/Pacific Islands, Asian, and African cultures.	
	Typically Offered: Spring Term Only	
ART 727	Modern Art	3.00
	Nineteenth Century, 20th Century, Contemporary or Post-Modern Art and architecture and the forces which influenced the period. Research required.	
	Typically Offered: Spring Term Only	
ART 729	Women in Art	3.00
	Women's expression in painting and sculpture, primarily of the 19th and 20th Centuries.	
	Typically Offered: Occasional by Demand	
ART 730	Readings In Art History	3.00
	Guided individual research on an approved topic.	
	Typically Offered: Fall and Spring Terms	
ART 732	African and African Diaspora Art History	3.00
	A survey of art created by people of African descent. Also discussed are some influences of Islam, Western Europe, and the Caribbean regions.	
	Typically Offered: Fall Term Only	
ART 735	Research In Art Therapy	3.00
	An introduction to research methods used in art therapy with an emphasis on qualitative research design. Students will work on the formulation of research questions and develop a thesis proposal.	
	Typically Offered: Fall and Spring Terms	

ART 740	Graduate Printmaking Advanced studies in printmaking. Typically Offered: Fall and Spring Terms	3.00
ART 741	Graduate Photography 2 Advanced studies in photography. Emphasizes concept and process resolution by defining a specific direction through a cohesive body of photographs. Students have the option of working in film or digital. Typically Offered: Fall and Spring Terms	3.00
ART 745	Exploring Stigma: Verbal and Visual Narratives Social stigma exists. It may be associated with perceptions toward mental illness, socioeconomic status, race, gender identity, body image, and HIV/AIDS. Stories help humanize issues and are invaluable as educational and awareness-raising tools. Students will examine the existence of stereotypes, prejudice, and discrimination, and discover through art therapy-based approaches, how narratives play a role in social justice and in eliminating stigma. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Spring Term Only	3.00
ART 750	Psychology of Art Art as a fundamental human activity on an individual and societal level. Studies theories of creativity and issues of cultural and social diversity as applicable to art therapy. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Spring Term Every Other Year	3.00
ART 760	Graduate Sculpture Advanced studies in sculpture. Typically Offered: Fall Term Only	3.00
ART 770	Graduate Ceramics Individualized studio problems in ceramics. Work at this level is expected to be specialized and without major technical problems. Typically Offered: Fall and Spring Terms	3.00
ART 775	Graduate Metalwork Advanced in nonferrous metalwork. Typically Offered: Spring Term Only	3.00
ART 779	Graduate Fibers Topic: Loom Weaving - Individually designed series of experiences using the loom in interlocking fibers. Problems planned in consultation with instructor. Topic: Off-Loom Fibers - Advanced problems in primary structures should include research of primitive expression, materials and techniques. Typically Offered: Fall and Spring Terms	3.00
ART 783	Art Therapy Fundamentals Survey of the origins, history, and theoretical objectives and trends in art therapy. Ethical, legal issues and standards of good practice will be covered. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Fall Term Only	3.00
ART 784	Development of Creative Functioning The study of the creative individual; exploration of research related to creativity; techniques for promoting creative thinking and problem-solving in educational, clinical and business environments. Prerequisites: Prerequisite: Art Therapy Graduate or instructor consent. Typically Offered: Fall Term Only	3.00
ART 785	Art Therapy Techniques Theoretical approaches and techniques used in art therapy will be studied. Students will also learn to develop and apply art therapy assessments.	3.00

Prerequisites:

Prerequisite: Art Therapy Graduate or instructor consent.

Typically Offered:

Fall Term Only

ART 789	ART Elective	1.00 - 99.00
	Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.	
	Typically Offered:	
ART 795	Independent Study	1.00 - 5.00
	Graduate art students work independently under guidance of an instructor. Students submit a proposal of study during the first week of the course.	
	Typically Offered:	
	Fall and Spring Terms	
ART 797	Art Field Study	1.00 - 3.00
	By special arrangement and permission of the department, a student may enroll for the off-campus study of a problem in art. Documentation required.	
	Typically Offered:	
	Fall and Spring Terms	
ART 798	Practicum	1.00 - 7.00
	Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form.	
	Typically Offered:	
	Fall and Spring Terms	
ART 799	Graduate Terminal Project in Art Therapy	1.00 - 3.00
	Students will complete a thesis project, which integrates their acquired theoretical knowledge, clinical internship experiences and applied critical thinking. This is a self-directed course for students who have been approved to pursue a Master's Terminal Project. Course provides a structured format for completion of the Master's Project under the advisement of an instructor.	
	Typically Offered:	
	Fall and Spring Terms	

ARTED - Art Education

Catalog Nbr.	Course Title/Course Topics	Credits
ARTED 781	Art for Special Education	3.00
	Exploration of art concepts, media, and processes with adaptations for the mainstreamed student with special educational needs. A study of characteristics of students with behavior and/or learning disorders, cognitive delay, physical handicap, and gifted and talented.	
	Typically Offered:	
	Spring Term Only	
ARTED 782	Art Education for the Gifted and Talented	3.00
	Study of current guidelines, trends, and program options that address the special educational needs of gifted and talented students. Areas of emphasis include: student characteristics, artwork characteristics, identification procedures, and curriculum models.	
	Typically Offered:	
	Occasional by Demand	

Visual Arts Department Contact Information

Visual Arts Department
 University of Wisconsin - Superior
 Holden Fine and Applied Arts Center 3101
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8391
Email: art@uwsuper.edu

World Languages, Literatures and Cultures

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [World Languages, Literatures, and Cultures Department Contact Information](#)

Mission Statement

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

Faculty and Staff

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

Course Descriptions

ENGL - English		
Catalog Nbr.	Course Title/Course Topics	Credits
ENGL 665	Modern American Poetry The study of major writers and poetic movements in modern American poetry.	3.00
	Typically Offered:	

World Languages, Literatures, and Cultures Department Contact Information

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

Writing and Library Science

- [Mission Statement](#)
- [Faculty and Staff](#)
- [Course Descriptions](#)
- [Writing and Library Science Department Contact Information](#)

Mission Statement

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

Faculty and Staff

Carmen Britton - Academic Department Associate

Faculty

Julie Gard - Associate Professor
 Jayson Iwen - Associate Professor
 Laura Jacobs - Professor
 Yvonne Rufford - Associate Professor
 Deborah Schlacks - Professor
 Jamie White-Farnham - Associate Professor

Course Descriptions

LIBS - Library Science		
Catalog Nbr.	Course Title/Course Topics	Credits
LIBS 503	Information Resources and Services Principles and philosophies of library reference service, information literacy, reading, listening and viewing guidance, and information resources with special emphasis on the Application of Wisconsin Model Academic Standards within the school library media center. Knowledge and use of major reference resources as well as discussions of strategies for effective information services.	3.00
	Typically Offered: Fall Term Only	
LIBS 507	Selecting and Organizing Library Resources Develops the ability to build and maintain resource collections by studying the principles and practices of selection, acquisition, and evaluation for resources to support the library's goals. Includes the study and application of standardized procedures for classifying and cataloging resources and maintaining electronics systems of collections.	3.00
	Typically Offered: Fall Term Only	
LIBS 509	Information Literacy Leadership Introduction to information literacy program development in a range of libraries. Examines leadership roles as they relate to information literacy and the collaborative teaching responsibility of librarians.	3.00
	Typically Offered: Spring Term Only	
LIBS 510	Young Adult Literature Examination of the range of print and mediated literature available to young adults. Criteria for evaluation, selection, and guidance in use to meet both student and curriculum uses are discussed. An appreciation for the literature is developed through experiences in reading, viewing, and classroom reporting.	3.00
	Typically Offered: Fall Term Only	
LIBS 525	Administration of Library Media Programs	The Board of Regents of the University of Wisconsin System 115 of 228 3.00

	Introduction to administration of library/media programs with emphasis on leadership in the library/media program, the school, and the broader community of the library/media program and the library/media specialist profession. Examines the state and national guidelines appropriate to library/ media programs.	
	Typically Offered: Spring Term Only	
LIBS 606	Children's Literature	3.00
	Study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content area with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.	
	Typically Offered: Fall and Spring Terms	
LIBS 612	Trends-Issues K-12 Literature	3.00
	Examination of literature for children and young adults published within the last 10 years. Includes reading and discussion of the literature and trends in children's and young adult reading. Also includes examination of current selection aids and other resources for teachers and librarians serving children and young adults. Topics include current thought on the digital age, internet and intellectual freedom issues, and the teaching of both children's and young adult literature in the classroom. Summer only.	
	Typically Offered: Summer Only	
LIBS 616	Advanced Administration of School Library Media Programs	3.00
	Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on "real world" issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.	
	Typically Offered: Summer Only	
LIBS 635	Technology for Teaching and Learning	3.00
	Effective use of technology with students and faculty to facilitate teaching and learning. Educational media selection, design, production, and instructional delivery to meet Wisconsin and Minnesota information and technology literacy standards. Management and planning concepts for technology in schools and libraries.	
	Typically Offered: Spring Term Only	
LIBS 640	Information Literacy	3.00
	Typically Offered:	
LIBS 645	Integrating Technology in the Library Media Program	3.00
	Use of educational theory to select, design, and implement advanced information and instructional technologies in the library media program. Development of skills in planning and providing organizational professional development, and in appropriate use of intellectual property in teaching and learning	
	Typically Offered: Spring Term Only	
LIBS 650	Topics in Library Science	1.00 - 3.00
	Concentrated study of current special or advanced topics/issues in librarianship. Topics are selected by library faculty based upon student/library community interest. Course may be repeated when topics are different. Summer only.	
	Typically Offered:	
LIBS 685	Library Practice	1.00 - 3.00
	Supervised practice in library situations providing opportunity for practical application of library principles. Primarily for those in non-teaching areas. Requires consent of the instructor. (N.B. For prospective teachers the practicum in school library media centers is included in the student teacher's professional sequence.)	
	Typically Offered: Fall and Spring Terms	
LIBS 690	Supervised School Library Practicum Combined	3.00
	This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and work in their own schools, as appropriate. Students create a portfolio demonstrating mastery of program competencies. Prerequisites: Graduate status, consent of instructor, completion of at least 21 credits at UW-Superior, 3.10 GPA in library media courses taken before entering the library media practicum.	
	Typically Offered:	
LIBS 699	Directed Studies in Librarianship	1.00 - 3.00
	Individualized study of a particular area or problem in librarianship. Topic selected requires approval of the instructor within the program who will be directing the study. May be taken in several units providing a different topic is taken each time.	

Typically Offered:
Fall and Spring Terms

Writing and Library Science Department Contact Information

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

Academic Areas

- [Center for Continuing Education](#)
- [First Year Seminar Courses](#)
- [High Impact Practices](#)
- [Research](#)
- [University Studies](#)

Center for Continuing Education

- [Center for Continuing Education](#)
- [Certificate Programs](#)
 - [Human Resource Generalist Certificate Program](#)
 - [Mediation Certificate Program](#)
 - [Paralegal Certificate Program](#)
 - [Criminal Justice Paralegal Certificate Program](#)
 - [Certificate in Ethical Leadership Program](#)
- [Leadership Superior/Douglas County](#)
- [Small Business Development Center](#)
- [Conferences, Workshops and Other Non-Credit Professional Development Programming](#)
- [Enrolling in Continuing Education Credit Programming](#)

Center for Continuing Education

Vision

Our vision is that northwestern Wisconsin is a thriving community with opportunity for all.

Mission

The [Center for Continuing Education](#) at the University of Wisconsin-Superior, provides educational programming to meet the needs of lifelong learners in northwestern Wisconsin.

At the Center for Continuing Education, we are dedicated to working with our community to serve our community. Our community members are the people who live, work, and learn in northwestern Wisconsin. We serve students, professionals, small businesses, leaders, and all lifelong learners through academic and professional development programs. We work with community members, partners, and the University of Wisconsin-Superior to provide relevant and accessible programs.

We want our northwestern Wisconsin community to have the full range of lifelong learning programs it needs so that our community members can grow personally and professionally. We believe our work can help the community realize a good quality of life, retain a quality workforce, and provide opportunity for all its members.

Certificate Programs

Human Resource Generalist Certificate Program

This program is geared to HR professionals and students who wish to gain foundational knowledge and skills in the field of human resources. The certificate consists of workshops totaling 48 hours of training. Participants seeking academic credit may register for BUS 499, Human Resources Generalist. Participants may complete the program in one year or two. For more information, call [715-394-8469](tel:715-394-8469).

Mediation Certificate Program

The certificate program includes a total of 6 semester credits consisting of 3 required courses. Courses may also be taken on a noncredit basis. View the requirements for the [Mediation Certificate](#) in the certificate section of this catalog.

Upon completion of the Mediation Certificate, participants will be able to:

- Demonstrate an understanding of ethics and ethical issues in mediation.
- Demonstrate an understanding of domestic abuse issues, including definition of battery and types of power imbalances; domestic abuse screening that includes simulation and role-plays; and, legal issues related to domestic abuse cases.
- Demonstrate an understanding of conflict resolution and mediation theory, components of the mediation process, mediator conduct, and the rules, statutes and practices governing mediation.
- Demonstrate an understanding of psychological issues related to separation, divorce and family dynamics; issues and needs of children in divorce; family law; and, family economics.
- Demonstrate mediation skills and techniques through experiential learning and role-plays.

In order to successfully complete this certificate for credit, you must earn a GPA of 2.0 for each course. Visit www.uwsuper.edu/mediation for more information.

Paralegal Certificate Program

The [Paralegal Certificate Program](#) provides training in foundational and substantive legal topics, with an emphasis on both knowledge and practical skills for those considering legal careers. This 30-credit certificate is usually completed within two years.

Upon completion of the Paralegal Certificate, participants will be able to:

- Demonstrate foundational knowledge of the law, including legal processes, reading and analyzing legal texts, legal research and writing, and criminal and civil legal systems.
- Demonstrate foundational knowledge in the field of paralegalism, such as assisting in trial preparation, interviewing clients and witnesses, preparing comprehensive reports and letters, preparing discovery documents, and the ethical issues surrounding the profession.
- Apply legal foundational knowledge to real world settings through internship experiences.

In order to successfully complete this certificate, you must earn a minimum GPA of 2.0 for each course. The Paralegal Certificate is listed on the University official transcript. Visit: www.uwsuper.edu/paralegal for more information.

Criminal Justice Paralegal Certificate Program

The [Criminal Justice Paralegal Program](#) offers those interested in working in criminal law professional settings the opportunity to gain knowledge and skills relevant to the field. This 29 credit, concentrated certificate will help build your credentials in the field of criminal law. Most students will complete this certificate in two years.

Upon completion of the Criminal Justice Paralegal Certificate, participants will be able to:

- Demonstrate foundational knowledge of the law, including legal processes, reading and analyzing legal texts, and legal research and writing with additional emphasis on criminal law.
- Demonstrate foundational knowledge in the field of paralegalism, such as assisting in trial preparation, interviewing clients and witnesses, preparing comprehensive reports and letters, preparing discovery documents, and the ethical issues surrounding the profession.
- Apply legal foundational knowledge to real world settings through internship experiences.

In order to successfully complete this certificate, you must earn a minimum GPA of 2.0 for each course. The Criminal Justice Paralegal Certificate is listed on the University official transcript. Visit www.uwsuper.edu/cce for more information.

Certificate in Ethical Leadership Program

This certificate teaches foundational leadership principles and competencies. Students will be able to expand their emotional intelligence, articulate their moral code, and build ethically grounded leadership skills enhancing successful leadership in any setting. This 6-credit certificate consists of two required courses:

IDS 220: Emotional Intelligence -- 3.00 credits

IDS 320: Ethical Leadership -- 3.00 credits

Upon completion of the [Certificate in Ethical Leadership](#), students will be able to:

- Demonstrate awareness of the roles emotional intelligence and empathy play in effective leadership.
- Demonstrate enhanced communication, critical thinking and decision-making skills.
- Demonstrate basic understanding of leadership styles, ethical principles, and core values.
- Apply ethical decision-making to real world settings.

In order to successfully complete this certificate, students must earn a minimum GPA of 2.0 for each course.

Leadership Superior/Douglas County

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

Small Business Development Center

Located in: Erlanson Hall 108
Phone: [715-394-8352](tel:715-394-8352) ;

The [Small Business Development Center](#) at UW-Superior is part of a statewide network supporting entrepreneurs and business owners through no-cost, professional, confidential consulting and targeted educational programs. Regional SBDC experts facilitate improvement and growth for small and emerging mid-size companies and help launch successful enterprises.

Our consultants work with you to support your success as you **START | MANAGE | GROW** your business. In addition to in-person appointments at our office or at a location nearer to you, consulting is available via email, telephone and web or video conference.

- Member of Northwest Regional SBDC alongside UW-Eau Claire and UW-River Falls.
The Board of Regents of the University of Wisconsin System | 120 of 228

- Sponsor and collaborator of [Superior Entrepreneurs on Tap](#).
- Regional collaborator of [Regional Economic Indicators Forum](#).
- Member of Wisconsin Innovation Network - Lake Superior Chapter.
- Generated 800 hours in consulting time to assist new and existing businesses in 2018.
- Facilitates the [Entrepreneurial Training Program](#), held in the Spring and Fall.

Training Program Topics

Start-Up Business Solutions

- Learn how to launch a strong, successful company through one on one assistance and business education.

Grow Your Business Series

- From web marketing and financial management to human resources and internal communication, the Growing Business courses help small business owners, managers, and staff achieve their full potential.

Small Business Success Series

- These series have been developed to provide the tools, concepts, and strategies to create a successful business. The focus of the programming has been focused on existing small business owners and key management.

Conferences, Workshops and Other Non-Credit Professional Development Programming

Throughout the year, the Center for Continuing Education offers conferences, workshops, online courses and certificates, and forums related to current issues in human health and wellbeing, nonprofit management, human resource management, and other areas.

Enrolling in Continuing Education Credit Programming

Current UW-Superior students can enroll in courses via their E-Hive accounts.

Prospective, non-degree seeking students can enroll as "Special Students" in Continuing Education's credit programming by completing the [Academic Credit Class Enrollment form](#) prior to the start of each semester. The forms can be submitted via email to conted@uwsuper.edu or in-person to Old Main 100. Continuing Education Special Students are not eligible for financial aid. If Continuing Education Special Students request to become degree seeking, they will be required to formally apply to the university through the UW-Superior [Admissions Office](#).

First Year Seminar Courses

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

Students will be more disposed to:

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

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

High Impact Practices

- High Impact Practices (HIPs)
 - Academic Service-Learning (AS-L)
 - Senior Experience
 - Undergraduate Research and Scholarship and Creative Activity (URSCA)
- Writing Across the Curriculum
 - Certificate of Writing Excellence

High Impact Practices (HIPs)

Beginning in 2004, the UW-Superior [Faculty Senate](#) has endorsed six new Programs designed to further the campus public liberal arts mission. Each Program has become part of the campus' commitment to providing students with a dynamic engaging learning experience. Each provides or directs activities on campus and in the community that prepare students for 21st century careers and life-long learning.

Academic Service-Learning (AS-L)

Academic Service-Learning (AS-L) is community-based learning, embedded within a credit-bearing course, enhancing students' understanding of the course's learning objectives and of their sense of civic responsibility.

Courses with an AS-L designation will provide students an opportunity to have hands-on, real-world experiences by applying knowledge from the course while simultaneously meeting identified community needs. Research has shown that AS-L experiences provide students with a distinctive advantage for their career and/or graduate school preparation.

During the 2017-18 academic year, 34 professors incorporated AS-L into 73 course sections. As such, there were 1,039 student experiences with 183 community partners. Students completed 28,125 hours of service; this had a direct economic impact of \$675,000.

AS-L is a part of an even larger institutional commitment to community engagement that is directly connected to UW-Superior's mission. UW-Superior is leveraging its strengths as an anchor institution—one in which community engagement is deeply ingrained, fully institutionalized and effectively taught and implemented.

Senior Experience

Each department has a required Senior Year Experience. SYE supports students' integration of their extensive college learning experiences and the deep knowledge of their major field of study. The SYE is a culminating experience and creates a capstone to the student's UW-Superior education.

Each student is required to share his or her Senior Experience work with the campus and wider community. These public presentations of Senior Experiences are uniquely designed by each discipline in accordance with expectations of the particular field of study and serve as a celebration of their achievements.

Undergraduate Research and Scholarship and Creative Activity (URSCA)

The Center for [URSCA](#) promotes student involvement in a broad range of research and scholarly work beginning in their first year on campus. It is a natural fit with the other five High Impact Programs that engage students in taking responsibility for their learning and in finding interesting and dynamic means of applying. URSCA activities strengthen students' critical thinking, analysis, and problem solving abilities whether it is in science or literature, psychology or the arts. By learning these abilities in all sorts of courses across the curriculum students enter their Senior Capstone ready to take on their SYE project.

URSCA is involved in sending students and their research to Posters in the Rotunda (Madison), The UW System Wisconsin Symposium, and to other state and national conferences as funds allow. In collaboration with the UW Superior Foundation it coordinates the Summer Undergraduate Research Fellowship Program and every spring it holds a Day of Celebration of students' URSCA projects.

Writing Across the Curriculum

In recognition of the key role writing plays in a liberal education, the Writing across the Curriculum Program aims to promote a culture of writing at UW-Superior.

To this end, it offers students the opportunity to seek a Certificate of Writing Excellence. For faculty and teaching staff, the program provides support through grants and brown-bag sessions for making student writing a meaningful part of courses and curricula. Finally, the program sponsors a variety of writing events on campus and beyond.

Certificate of Writing Excellence

The Certificate of Writing Excellence Program at the University of Wisconsin-Superior enables students to attain and exhibit excellence in writing. The program is administered through the UW-Superior Writing across the Curriculum (WAC) Program. The Writing across the Curriculum Coordinator advises certificate-seeking students concerning their progress toward fulfilling the requirements.

The certification is shown on students' transcripts and can be listed on their resumes, thus providing prospective graduate schools and employees with an indication of their level of attainment in an area--writing--that is important in these arenas.

Requirements:

1. *Application to the program prior to completion of 75 credits:* Students are encouraged to apply early in their college careers but must apply prior to the completion of 75 credits. Students beyond 75 credits may petition for admission by submitting a descriptive and well-supported written request to the Writing across the Curriculum (WAC) Coordinator.
2. *Successful completion of four writing-certificate-eligible (WCE) courses (at least two of which are upper-level courses), for a minimum of 12 credits, receiving a B or higher in each.* One WRIT course at the 200-level or above can be included among the four courses; the rest must be writing-certificate-eligible courses, which will have prefixes other than WRIT or ESL. No more than two of the four courses can have the same prefix. (View up-to-date list of [WCE courses](#))
3. *Attendance at three (minimum) UW-Superior WAC-coordinated workshops.* One must concern learning to construct the portfolio for the certificate; the others will concern how to improve one's writing.
4. *One specific project involving substantial use or study of writing beyond the classroom* (academic service learning project, leadership role on campus, internship, completion of a digital storytelling project pertaining to writing, participation in writing events such as a writing workshop [excluding those for Requirement 3], a series of readings, a professional conference, etc.) The student's choice of project must be pre-approved by the WAC Coordinator.
5. *Successful completion of a portfolio of work, to include:*
 - a. One sample of the student's written work from each writing-certificate-eligible course, revised and improved upon beyond the draft graded for the course
 - b. A copy of the work produced during the beyond-the-classroom project or proof of participation in a writing-specific event.
 - c. A reflective essay on the experience/writing process of the beyond the classroom project.
 - d. A reflective essay on the student's growth as a writer throughout his or her work on the writing for the certificate. This work will make direct reference to the written works included in the portfolio.

The portfolio must be approved by the WAC Coordinator in order for the student to receive the certificate.

Public presentation of the portfolio at the campus event showcasing WAC projects.

For more information on this certificate visit the [Certificate of Writing Excellence webpage](#).

Research

- [Lake Superior National Estuarine Research Reserve](#)
 - [Contact Information](#)
- [Lake Superior Research Institute \(LSRI\)](#)
- [McNair Scholars Program](#)
- [Undergraduate Research, Scholarship and Creative Activity \(URSCA\)](#)
- [Transportation & Logistics Research Center](#)

Lake Superior National Estuarine Research Reserve

Staff

Christine Anderson, Financial Specialist
 Sarah Congdon, Graphic Designer
 Gail Epping Overholt, Coastal Training Program Coordinator
 Deanna Erickson, Education Coordinator
 Tracey Ledder, Monitoring Coordinator
 Kelly Pugh, Administrative Specialist
 Patrick Robinson, Co-Director, UWEX Environmental Resources Center
 Shon Schooler, Research Coordinator
 Erika Washburn, Reserve Manager

Background

The National Estuarine Research system (<https://coast.noaa.gov/nerrs/>) is a network of 28 Reserves which are administered by the [U.S. Department of Commerce, National Oceanic and Atmospheric Administration](#) (NOAA) and promotes stewardship of the nation's estuaries through science and education using a system of protected areas. The Lake Superior Reserve System builds federal, state, and community partnerships and promotes management and stewardship of estuarine and coastal habitats through scientific understanding linked with public education through a combination of research, education and public outreach.

Lake Superior Reserve Mission and Goals

The Lake Superior Reserve works in partnership to improve the understanding of Lake Superior freshwater estuaries and coastal resources and to address the issues affecting them through an integrated program of research, education, outreach and stewardship.

Goal 1 -- Conduct applied research and monitoring to increase the understanding of Lake Superior freshwater estuaries and coastal ecosystems

Goal 2 -- Educate youth, students, community members, and visitors about Lake Superior freshwater estuaries and coastal resources and improve their ability to address coastal issues

Goal 3 -- Increase the ability of community leaders and other decision makers to address critical Lake Superior coastal management issues

Goal 4 -- Protect and enhance the ecological health of the St. Louis River Watershed and Lake Superior coastal habitats

Information

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

University of Wisconsin and Lake Superior Reserve

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

In addition to the Lake Superior Reserve facilities, the UW-Superior owns a 72 acre parcel of land within the Lake Superior Reserve boundaries that includes Dutchman Creek on the south shore of Lake Superior, which is named the Nelson Outdoor Laboratory.

Projects and Research

There are paid and volunteer student opportunities. Students majoring in natural and social science programs, arts and the humanities have opportunities to participate in research projects as student research or education assistants, work study, interns, or volunteers.

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

Public Education

National Estuarine Research Reserves serve as "living classrooms" for educators, students and the public in general. Research Reserves take a local approach in advancing freshwater estuary literacy and generating meaningful experiences for all kinds of people interested in learning about, protecting and restoring estuaries. Reserves provide adult audiences with training on coastal issues of concern in their local communities; offer classes for K-12 students; support teachers through professional development programs in coastal and estuary education; and provide public education events.

Contact Information

Lake Superior National Estuarine Research Reserve
 14 Marina Drive
 Superior, WI 54880
 ph. 715-392-3141
 Reserve Manager, Dr. Erika Washburn
ewashbu1@uwsuper.edu or erika.washburn@uwex.edu

Lake Superior Research Institute (LSRI)

Staff

Olivia Anders, Research Specialist
 Kimberly Beesley, Senior Research Specialist
 Amy Eliot, Assistant Director, Associate Scientist
 Lana Fanberg, Senior Research Specialist
 Steve Gebhard, Research Specialist
 Tom Markee, Associate Scientist
 Marylee Murphy, Database Administrator
 Christine Polkinghorne, Assistant Scientist
 Kelsey Prihoda, Researcher
 Heidi Saillard, Associate Researcher
 Heidi Schaefer, Assistant Researcher, Quality Assurance
 Kurt Schmude, Senior Scientist, Professor
 Reed Schwarting, Associate Research Specialist
 Gerald Shepard, Associate Researcher
 Ardeen Stoll, Associate Administrative Program Specialist
 Matt TenEyck, Director, Assistant Scientist

History

Founded in 1967 and approved by the Board of Regents in 1969, the [Lake Superior Research Institute](#) (LSRI) is the applied environmental research and related public outreach unit of UW-Superior. Supported almost entirely by extramural funding, the Institute's mission is to conduct environmental research and provide services that directly benefit the people, industries, and natural resources of the Upper Midwest, the Great Lakes Region, and beyond; provide non-traditional learning and applied research opportunities for undergraduate students; and foster environmental education and outreach in the Twin Ports and surrounding communities. Faculty and academic staff associated with the Institute possess training in biology, chemistry, aquatic ecology, ecological modeling, environmental education, geology, microbiology, plant ecology, statistical analysis, taxonomy, and toxicology.

LSRI has received more than 500 grants and contracts with a combined extramural budget of more than \$25 million. More than 45 federal, state, and local agencies have supported LSRI.

Projects and Research

LSRI is well equipped and staffed to conduct environmental research and monitoring. Facilities include analytical chemistry laboratories, culture rooms for fish and invertebrates, toxicity testing systems, a microbiology laboratory, and a taxonomy laboratory. LSRI scientists have extensive experience conducting field sampling on Lake Superior, inland lakes, wetlands, and streams.

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

pollutants, and determination of mercury levels in Great Lakes' fish.

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

Public Education

LSRI has been involved with several public environmental education programs, including the National Science Foundation's Young Scholars program, American Indian Science and Engineering Society Workshop for teachers, Wisconsin Water Action Volunteer program, Bird Studies Canada volunteer Marsh Monitoring program and a collaborative effort with the University of Illinois Urbana/Champaign called Envirovet. All programs combine classroom presentations with daily field and laboratory activities. Participants in the programs range from elementary school students to senior citizens.

Student Research Opportunities

LSRI has employed nearly 600 undergraduate students and provided research experience for countless other students at the University of Wisconsin-Superior. Many of the students who have participated in research projects have gone on to pursue post-graduate education and/or careers in the sciences. Many students majoring in the sciences at UW-Superior participate in environmentally oriented research projects under the direction of faculty and staff from the LSRI. Student participation occurs during the school year through part-time jobs as student research assistants and during the summer through full-time jobs as student research assistants or student research interns. In this way, students gain valuable research experience and earn money to help finance their education.

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

McNair Scholars Program

Staff

Dr. Marcia S. Francis, Director
Ms. Michelle Vinoski, Academic Coordinator
Ms. Debra Provost, Program Assistant

History

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

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

Projects and Research

The McNair Scholars Program began providing services to students nationally in the 1989-1990 academic year. The University of Wisconsin-Superior received funding through the [U.S. Department of Education for the Ronald E. McNair Post-Baccalaureate Achievement Program](#) beginning October 1, 1999. The McNair Scholars Program at UW-Superior has worked with over 200 students on research projects across all academic disciplines.

Student Research Opportunities

Applications are due in late October each year. Students in all majors are welcome to apply. View more information on [qualifications and for applications](#).

Undergraduate Research, Scholarship and Creative Activity (URSCA)

History

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

Projects

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

Public Education

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

Transportation & Logistics Research Center

Transportation and Logistics Research Center

University of Wisconsin-Superior
Erlanson Hall Room 105
Belknap and Catlin
P.O. Box 2000
Superior, WI 54880
ph. [715-394-8254](tel:715-394-8254)
tlrc@uwsuper.edu

Staff

Richard Stewart, Professor, Director, Researcher
Mei Cao, Professor, Director, School of Business and Economics
Daniel Rust, Assistant Professor

History

The [Transportation and Logistics Research Center](#) was founded in 1999 with a mission to provide applied transportation, logistics and supply chain research, education, and advisory services that benefit the region's economy. The Transportation and Logistics Research Center is continually active in transportation and logistics research projects. The faculty and academic staff associated with the center have training in economics, accounting, geography, statistics, transportation, logistics, and various other business disciplines. Since its founding in 1999, the center has received more than \$10 million in grants and endowments. The Transportation and Logistics Research Center is part of the School of Business and Economics and is located in Old Main 135.

The mission of the TLRC is to provide applied transportation and logistics research, education, and advisory services that advance the economy of the region.

Through its strategic goals (as listed below) the center works to promote and enhance its mission:

- Be actively involved in applied research projects that enhance the region's transportation and logistics systems.
- Develop and distribute informational publications and presentations to the academic community and general public.
- Establish continuing education courses in transportation and logistics to improve the economic effectiveness and safety of the region's transportation systems.
- Accept recommendations from the advisory board of professionals to continuously improve the center's service to the university and the community. The Transportation and Logistics Advisory Board is composed of representatives from key sectors of the transportation and logistics industry and are uniquely able to assist in creating excellence in education.
- Initiate distinguished speaker series to provide university and community opportunities to learn from and meet leaders in the field.
- Organize seminars and workshops that expose the region to new ideas and highlight opportunities.

Projects and Research

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

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

[CN Railroad](#)

Key Lakes 1, Inc.

[BNSF Railroad](#)

[Halvor Lines, Inc.](#)

[Duluth Port Authority](#)

[Dart Transit](#)

[Metropolitan Interstate Committee](#)

[Wisconsin Department of Transportation](#)
[Minnesota Department of Transportation](#)
[Duluth/Superior Transportation Association](#)
[Institute of Supply Management - Lake Superior Chapter](#)
[Propeller Club of Duluth-Superior](#)
[Council of Supply Chain Management - Twin Cities and North East Wisconsin Roundtables](#)
[Transportation Club of Minneapolis and St. Paul](#)
[Intermodal Association of North America](#)
[Women's Transportation Seminar](#)
[U.S. Department of Transportation](#)
[U.S. Environmental Protection Agency](#)
[U.S. Army Corps of Engineers](#)
[U.S. Coast Guard](#)

The Transportation and Logistics Advisory Board is composed of representatives from key sectors of the transportation and logistics industry and are uniquely able to assist in creating excellence in education.

The Transportation and Logistics Research Center is an active member of the following research organizations.

Great Lakes Maritime Research Institute (GLMRI) -- [GLMRI](#) represents a consortium of the University of Wisconsin-Superior Transportation and Logistics Research Center and the University of Minnesota Duluth [Swenson College of Science and Engineering](#) and [Labovitz School of Business and Economics](#).

The GLMRI was established in 2004, and on June 1, 2005 the U.S. [Maritime Administration](#) designated GLMRI as a National Maritime Enhancement Institute. This National Maritime Enhancement institute is dedicated to developing and improving economically and environmentally sustainable maritime commerce on the Great Lakes through applied research.

The director of the Transportation and Logistics Research Center, Dr. Richard Stewart also serves as a co-director of the GLMRI.

To learn about the latest research efforts in marine transportation, logistics, economics, engineering, environmental planning, and port management, visit <http://www.glmri.org/>.

National Center for Freight and Infrastructure Research and Education (CFIRE) This multi-university research center is led by UW-Madison's University Transportation Research Center. <http://www.wistrans.org/cfire> CFIRE is a National University Transportation Research Center funded by the U.S. Department of Transportation. UW-Superior's Transportation and Logistics Research Center has been a CFIRE consortium member since 2006.

Wisconsin Space Grant Consortium - UW-Superior hosted the 17th annual meeting in 2007 and has been awarded student scholarships and faculty grants.

Keller & Associates, Inc., sponsors the Transportation Safety and Compliance Online Study Lab. www.kelleronline.com/education.

Council of University Transportation Centers (CUTC). UW-Superior's Transportation and Logistics Research Center is a member of CUTC. Collectively, council members have advanced the state of the art in all modes and disciplines of transportation. In doing so, they have made significant and lasting contributions to the nation's mobility, economy, and defense. In 2014 council's membership consisted of 97 of the leading university-based transportation research centers. Membership in the council is limited to any organized center, institute, division, unit, or specifically identifiable organization devoted to transportation research, education and technology transfer that is an integral part of a university or four-year college.

Student Research Opportunities

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

University Studies

- [Learning Goals for the University Studies Program](#)
- [Description of University Studies Core Categories](#)
- [Description of University Studies Knowledge Categories](#)
- [Description of University Studies Diversity & Global Awareness Categories](#)
- [University Studies Requirements](#)

Learning Goals for the University Studies Program

[University Studies Requirements for 2019-2021](#)

The Learning outcomes of the University Studies Program at the University of Wisconsin-Superior are:

Communication:

- Students will understand and be understood by others to share meaning through diverse modes including listening, reading, visualizing, speaking, performing/presenting, creating, and writing.
- Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience.
- Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context.
- Students will clearly express themselves to achieve a purpose.
- Students will civilly engage in an exchange of ideas integrating diverse perspectives.

Individual and social responsibility:

- Students will engage in personal development, interpersonal competence, and social responsibility through active learning.
- Students will engage in thoughtful analysis that fosters well-being and holistic self-development.
- Students will articulate their roles and responsibilities in a global community.
- Students will practice healthy interdependence and mutual respect for others through teamwork.
- Students will demonstrate informed civic engagement, including intercultural competence as a dimension of the experience.
- Students will apply ethical reasoning in the academic and community learning experiences.

Creative and Critical Thinking:

- Students engage in creative and critical thinking based on multiple forms of evidence, processes, and diverse perspectives.
- Students will articulate important questions, theories, and creative processes.
- Students will analyze information to answer specific questions.
- Students will evaluate assumptions and biases associated with a project, practice, or process.
- Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work.
- Students will use evidence to reach and present innovative conclusions or produce original work.

Description of University Studies Core Categories

1. Academic and Professional Writing (WRIT 102 and 209)

Improves students' abilities to read critically and write academic arguments with an emphasis on information literacy, elements of persuasion, documentation, and citation, develops their ability to write in a range of genres related to the rhetorical situations, audiences, technologies, and multicultural environments of the 21st century workplace, with an emphasis on liberal arts career skills.

2. Communicating Arts (COMM 110)

Helps students develop essential interpersonal communication, group communication, and public speaking competencies through practice, analysis, and critical exploration of diverse human interactions.

3. Mathematics and Computer Science (MATH & CSCI)

Develops the skills necessary for analytical and quantitative problem-solving in all subjects, using central concepts and methods from mathematics and computer science, including number systems, symbolic representation, formal languages, mathematical modeling, and logical reasoning.

4. Health and Human Performance (HHP 102)

Provides students with a knowledge base, creating a positive attitude and lifelong skills concerning the seven dimensions of wellness:

- Physical
- Intellectual
- Emotional

- Spiritual
- Career
- Social
- Environmental (personal health)

Description of University Studies Knowledge Categories

HUMANITIES

History

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

Literature

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

World Language, Culture, and Philosophy

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

SOCIAL SCIENCES

Enables students to examine human behavior or interaction using the methods and assumptions of social science research.

NATURAL AND PHYSICAL SCIENCE

Environmental Course

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

Lab Course

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

FINE AND APPLIED ARTS

Fine Arts History, Criticism, and Appreciation

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

Aesthetic Experience

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

Description of University Studies Diversity & Global Awareness Categories

Diversity Requirement

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

Global Awareness Requirement

1) Broadens students' horizons through exposure to perspectives from traditionally lesser studied regions and cultures (i.e., non-Eurocentric), and 2) Encourages students to see social, economic, cultural, and/or political connections among world regions.

University Studies Requirements

All students entering UW-Superior as freshmen must complete the Core University Studies Requirements of WRIT 102 and 209, COMM 110, HHP 102 and their choice of MATH or CSCI among their first 60 credits. Failure to complete these courses by that time will result in a hold being placed on an ensuing registration that does not contain the missing course(s), which may not then be dropped. Students will only be able to register through the [Registrar's Office](#) and enrollment in the missing course(s) must be included.

A. Core Courses

University Studies requirements, especially the core courses, should be taken early. Core courses strengthen reading, writing, public speaking, problem solving, analytical, and interpersonal skills. Core courses (WRIT 102 and 209, COMM 110, HHP 102, and the MATH or CSCI course) cannot be applied or substituted for any major or minor requirement.

All core courses should be taken in the freshman and sophomore semesters: WRIT 102 and 209 taken sequentially in the first and second year; COMM 110 in the first year, MATH or CSCI started during the first year; HHP 102 in the first semester.

WRIT 102 and 209 (each 3 credits)

Core Writing Course Placement

Placement is determined by cut scores on the ACT or SAT as shown on the chart below. In the absence of an ACT or SAT score, students can take the Wisconsin English Placement Test (WEPT) for placement. Students may also take the WEPT to improve their placement; however, the WEPT is not required if students earn an ACT or SAT score with which they are satisfied.

Placement into WRIT 099: Fundamentals of Writing. This course prepares students for the challenge of reading and writing at the college level. This course must be taken within 30 credits. Students must co-enroll in WRIT 102. Transfer students, see Transfer Student Policy below.

Placement into WRIT 102: Intro to Academic Writing. Upon placement, this course should be taken in the freshman year, fall or spring. The course must be taken within 30 credits. Students must pass this course with a C- or better to continue on to WRIT 209 or else be repeated until a C- is earned. Transfer students, see Transfer Student Policy below.

Credit for Prior Learning in WRIT 102: Students who earn a 26+ on the ACT (and equivalent cut scores for SAT and/or WEPT) are exempt from WRIT 102 and may seek enrollment in WRIT 209 before they have reached sophomore level by gaining the instructor's permission. WRIT 209 is recommended for sophomore-level students.

Regardless of placement, students with an AP Lang/Comp or AP Lit/Comp score of 3 or higher earn 3 credits for WRIT 102. Regardless of placement, students who earn a 50 or higher on the CLEP College Composition exam earn 3 credits for WRIT 102.

Placement into WRIT 209: Intro to Professional Writing. With the completion of WRIT 102 with a C- or better, this course should be taken in the sophomore year, fall or spring. The course must be taken within 60 credits. Students must pass this course with a C- or better to complete the Core Writing Courses. Transfer students, see Transfer Student Policy below.

Transfer Student Policy for Core Writing Placement: Students who arrive at UW-Superior with 6 credits of 100-level college writing completed at a C- or higher have satisfied the requirements for both WRIT 102 and WRIT 209. Some majors may still require WRIT 209 if a Professional Writing course has not been completed.

Students who arrive with 3 credits of 100-level writing completed at a C- or higher have satisfied the requirements for WRIT 102. Students may seek enrollment in WRIT 209 before they have reached sophomore level by gaining the instructor's permission. WRIT 209 is recommended for sophomore-level students.

Communicating Arts 110 (3 credits)

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

Mathematics and Computer Science (3 credits)

Students must choose a minimum of three credits in MATH and/or CSCI courses from among these courses: MATH 112, 113, 115, 130, 151, 240 or CSCI 101.

MATH 112, 130 and CSCI 101 are recommended. For students with appropriate preparation, MATH 113, 115, 151, and 240 are also recommended. Students are encouraged to work with a faculty advisor to select a course appropriate to their level of mathematical preparation, interests, and major field of study.

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

Health and Human Performance 102 (3 credits)

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

B. Knowledge Categories

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

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

The credits given are the minimum for each category.

GA = Meets Global Awareness requirement

D = Meets diversity requirement

HUMANITIES (9 credits)

History (3 credits): ANTH 104 (GA); FNS 223 (D), 224 (D); HIST 104, 111 (GA), 112, 113 (D, GA), 115 (GA), 119 (D), 120 (GA), 125 (GA), 131, 151, 152, 181 (D, GA), 223 (D), 224 (D); POLS 101 (GA), 175 (GA).

Literature (3 credits): ENGL 211, 212, 218, 221, 222, 228 (D), 229 (D), 241 (GA), 242 (GA); FYS 102.

World Language, Culture, and Philosophy (3 credits): FNS 101, 110 (D); FREN 101; HIST 154 (D); MUSI 161 (GA, D); PHIL 151, 160, 211, 212, 262; POLS 262, 265; PSYC 212; SPAN 101, 102, 201, 202; WLLC 207

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

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

ANTH 101 (D), 340 (D); CJUS 106; ECON 235, 250, 251; FIN 210; FNS 151; FYS 124 (D); GEOG 100 (D, GA), 102 (D, GA); GST 150 (D), 210 (D); IDS 104, 131; LSTU 115, 261; POLS 100 (GA), 102, 150, 180, 230, 240, 260; PSYC 101, 230; SOCI 101, 201, 210 (D), 273 (D)

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

Environmental Course: BIOL 170; CHEM 100; ENSC 100; GEOL 120

Lab Course: BIOL 115, 123, 130; CHEM 102, 105; GEOL 110, 120; PHYS 100, 107, 160, 201

FINE AND APPLIED ARTS (6 credits)

Art History, Criticism, and Appreciation (3 credits): ART 221, 222; COMM 104, 122; MUSI 160, 266 (D).

Aesthetic Experience (3 credits): ART 101; COMM 125, 180, 273; HHP 133; MUSI 104-105, 107-116, 118; WRIT 250, 280

C. Diversity and Global Awareness Requirement

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

Diversity (3 credits): ANTH 310, 315, 333, 340; ART 224, 331; CJUS 312; COMM 467; ECON 438; ENGL 228, 229, 328; FNS 110, 223, 224, 242, 304, 333, 386, 480; FYS 124; GEOG 100, 102; GST 150, 210, 255, 258, 270, 310, 312, 322, 365, 374, 393, 459; HIST 113, 115, 119, 154, 181, 223, 224, 322, 333, 393, 395; LSTU 365; MUSI 161, 266; PHIL 330, 365, 459; POLS 374; PSYC 258, 270, 360; SOCI 210, 273; SO W 386; SPAN 315, 350; TED 270; WRIT 255

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

Global Awareness (3 credits): ANTH 101, 104, 310, 320, 333, 368; ART 224, 331; ECON 430, 438; ENGL 241, 242; FNS 333, 368; GEOG 100, 102; GST 310; HIST 104, 111, 113, 115, 120, 125, 181, 333, 368, 385, 394; MUSI 161; POLS 100, 101, 175, 376; SOCI 201; SPAN 303

Athletics, Security, Technology

- [Campus Security](#)
- [Technology Services](#)
- [Yellowjacket Athletics](#)

Campus Security

- [Mission Statement](#)
- [University Police Department Contact Information](#)

Mission Statement

The [University Police Department](#), is committed to protecting the safety and security of the university and the campus community by providing 24-hour campus security, responding to disturbances and accidents, developing crime awareness programs, patrolling campus buildings and grounds and providing related services.

The department is staffed by [full-time police and security officers](#).

University Police Department Contact Information

University Police Department
University of Wisconsin - Superior
Public Safety Building
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8114
Email: police@uwsuper.edu

Technology Services

- [Mission Statement](#)
- [Organization and Services](#)
- [Technology Policies](#)
- [Technology Services Contact Information](#)

Mission Statement

"The mission of [Technology Services](#) is to provide technology services that are accessible, reliable, convenient, and secure for the purpose of empowering the UW-Superior community to use technology in teaching, learning, research, creative activity and service."

Please visit [Technology Services](#) for a complete list of the services and systems that are provided or contact the technology helpdesk at [715-394-8300](tel:715-394-8300) or email helpdesk@uwsuper.edu with any technology questions you may have.

Organization and Services

Technology Services consists of three units:

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

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

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

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

Technology Policies

Use of technology resources is governed by the policies of the University of Wisconsin, Superior Technology Services, the University of Wisconsin System and its Board of Regents, and by Federal and State laws. Failure to comply with policies and guidelines can result in loss of access privileges, university disciplinary action, and/or criminal prosecution. [View a complete list of policies and guidelines.](#)

Technology Services Contact Information

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

Break/Summer Hours
7:45 a.m. - 4:30 p.m.
Monday – Friday

Yellowjacket Athletics

- [Athletic Staff](#)
- [Sports and Head Coaches](#)
- [About Yellowjacket Athletics](#)
- [Affiliations](#)
- [Facilities](#)
- [Athletics Eligibility](#)

Athletic Staff

Nick Bursik - Athletic Director
 Lynne Deadrick - Assistant Athletic Director, Senior Woman Administrator
 Brianna Bosquez - Athletic Trainer
 Jon Garver - Athletics Communication and External Relations Manager

Sports and Head Coaches

Athletic Trainer - Essentia Health and Sports Medicine
 Baseball - Frank Pufall
 Basketball, Men's - Greg Polkowski
 Basketball, Women's - Zach Otto-Fisher
 Cross Country, Men's - Glen Drexler
 Cross Country, Women's - Glen Drexler
 Hockey, Men's - Rich McKenna
 Hockey, Women's - Dan Laughlin
 Golf, Men's - Paul Eberhardt
 Golf, Women's - Paul Eberhardt, Interim
 Soccer, Men's - Joe Mooney
 Soccer, Women's - Allison DeGroot
 Softball - Roger Plachta
 Tennis, Men's - Kolin Dean
 Tennis, Women's - Kolin Dean
 Track and Field, Men's - Glen Drexler
 Track and Field, Women's - Glen Drexler
 Volleyball - Lynne Deadrick

About Yellowjacket Athletics

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

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

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

Affiliations

UW-Superior competes in [NCAA Division III](#) at the national level and is a member of the [Upper Midwest Athletic Conference](#) (UMAC) at the conference level. For the sport of ice hockey, UW-Superior competes as an associated member in the Wisconsin Intercollegiate Athletic Conference (WIAC).

Facilities

The Marcovich Wellness Center houses the [Health and Human Performance Department](#), athletic programs, and student fitness and recreation facilities. The building includes the Lydia C. Thering Fieldhouse with an indoor track, 2,500-seat Lydia C. Thering Fieldhouse (home of the Yellowjacket volleyball and men's and women's basketball teams), Toby and Sharon Marcovich Fitness Center, Minnesota Power Weight Room, exercise and physiology lab, racquetball courts, National Bank of Commerce Climbing Wall, Joan Hedrick Swimming Pool, dance studio, faculty and coaches' offices, and offices for the student recreation and intramural programs.

Other athletic facilities include Siinto S. Wessman Arena, which houses the men's and women's hockey teams; Ted Whereatt Field, home to the baseball team; and the Yellowjacket Soccer Complex, the practice site of the men's and women's soccer teams. NBC Spartan Sports Complex is home to all men's and women's soccer games and the primary facility for softball.

Athletics Eligibility

In accordance with the NCAA Handbook and our governing sport conferences, UW-Superior has implemented additional bylaws and definitions as it relates to the eligibility of student-athletes.

1.1 NCAA Rules. The University of Wisconsin-Superior will abide by the eligibility rules adopted by the Division III membership of the NCAA with the exception of these institutional rules that are more restrictive as set forth in this document.

1.2 Regular Term. A "regular term" is considered to be the traditional fall and spring terms as listed in the institutional's official catalog, excluding intersessions (e.g., J-Terms, winter sessions).

1.3 Initial Eligibility. A first-time entering freshman student is eligible to represent the institution in intercollegiate athletics provided the student is admitted to the institution in accordance with the provisions of NCAA Bylaw 14.1.7.

1.3.1 Academic Year of Residence. To satisfy an academic year of residence, a student-athlete shall:

- a. Be enrolled in and complete a minimum full-time program of studies for two (2) full semesters or three (3) full quarters, or
- b. Be enrolled in a minimum full-time program of studies with two (2) full semesters or three (3) full quarters and pass a number of hours that is at least equal to the sum total of the minimum load of each of the required terms.

1.3.1.1. Summer Term. A summer term shall not be used to satisfy a term of residence, but hours earned at the institution during the summer may be used to satisfy the requirements of (b) above.

1.3.2 Freshman Credit Rule. A student-athlete must have earned a minimum of nine (9) credit hours from the start of the first-regular term of attendance to the beginning of the second regular term of attendance to be eligible to compete the second-term of the first year of initial enrollment.

1.4 Academic Eligibility. A student-athlete is eligible to compete provided the student-athlete meets NCAA eligibility requirements as stipulated in NCAA Bylaw 14. In addition, student-athletes must meet institutional grade point average and credit hour requirements as stipulated within this document.

1.4.1 Grade Point Average Requirement. A student-athlete must achieve a total cumulative grade point average of at least 2.0 (based on a maximum 4.0 scale) if any of the following conditions have been met:

- a. The student-athlete has been charged with one (1) or more seasons of participation;
- b. The student-athlete has earned 24 or more credit hours; or
- c. The student-athlete has been charged with two (2) or more full-time terms of attendance.

1.4.2 Credit Hour Requirements. To be eligible to compete the second season and subsequent seasons in any sport, a student-athlete must earn the following credit hours:

- a. After the completion of the first season of participation: 24 semester/36 quarter degree credit hours.
- b. After the completion of the second season of participation: 48 semester/72 quarter degree credit hours.
- c. After the completion of the third season of participation: 72 semester/108 quarter degree credit hours.

1.4.3 Regaining Eligibility During a Term. A student-athlete who is not eligible to compete at the beginning of a regular term may not regain his/her eligibility during that term with the exception of incomplete grades (see 1.4.9) and grade changes, provided the incompletes and grade changes are processed in accordance with normal institutional policies and practices.

1.4.4 Eligibility Between Terms. A student-athlete who is regaining eligibility at the conclusion of the regular fall term may begin competing at the time his/her eligibility has been officially certified by the institution, but not sooner than the day after the date of the last scheduled exam listed in the institution's official catalog for the fall term. If a student-athlete becomes ineligible at the conclusion of the regular fall term (e.g., GPA deficiency), the ineligibility shall become effective at the time his/her eligibility has been officially certified by the institution, but not later than the first day of classes of the regular spring term. [See also 1.4.13.]

1.4.5 Suspension. A student-athlete suspended by the institution for academic or non-academic reasons is to be rendered ineligible immediately. A student-athlete under suspension will not be permitted to compete (but may practice assuming he/she is enrolled full time) during an appeal process.

1.4.6 Transfers. To meet the provisions of 1.4.1, the cumulative minimum grade-point average must be achieved in all grades earned at all collegiate institutions during a transfer's first term of attendance at the certifying institution. In addition, credit hours earned at all collegiate institutions are to be used to meet the credit hour requirements of 1.4.2 during a transfer's first two (2) terms of attendance [provided they are consecutive terms] at the certifying institution. Thereafter, the cumulative grade point average should be determined by whatever method is employed by the institution for students generally and only those credit hours which are accepted toward a degree and appear on the institutional transcript may apply.

1.4.7 Repeat Courses. Repeated courses may be used to satisfy the minimum full-time enrollment requirement for practice and competition provided such courses are counted toward full-time enrollment for students generally. However, repeated courses (with a previous grade of "D" or better) may be used only once to satisfy the credit hour requirements of 1.4.2.

1.4.8 Remedial, Tutorial, Noncredit or Distance Learning Courses. In accordance with normal institutional policies, remedial, tutorial, noncredit or distance learning courses may be used to satisfy the minimum cumulative grade-point average and credit hour requirements of 1.4.

1.4.9 Incomplete Grades. Incomplete grades may be used to satisfy the requirements of 1.4 provided they are removed in accordance with the institution's regulations applicable to all students.

1.4.10 Academic Forgiveness/Bankruptcy. Student-athletes may avail themselves to academic forgiveness/bankruptcy policies that are applied to students generally.

1.4.11 Advanced Placement Credit Hours. Advanced placement (AP) credit hours are included in the credit hour and grade point average calculations to satisfy the requirements of 1.4 in accordance with normal institutional policies pertaining to AP credits.

1.4.11.1 Exception for AP Credit Hours. Advancement placement hours are not to be included in the credit hour and grade point average calculations during a student-athlete's first two (2) terms of attendance.

1.4.12 Medical Hardships. Medical hardship waivers may be granted by the student-athletes governing sport conference if the request meets the NCAA requirements for a hardship and is submitted on the prescribed form.

1.4.12.1 Calculating Seasons of Participation. Years for which a student-athlete was granted a medical hardship shall be considered as seasons of participation for purposes of determining the grade-point average and credit hour requirements of Bylaw 1.4.

1.4.13 Certification of First-Time, Mid-Year Enrollees for Subsequent Seasons of Competition. It is permissible to certify at mid-year those students-athletes who were first-time, mid-year enrollees (this does not apply to transfers or re-enrollees) for purposes of satisfying the credit hour requirements of Bylaws 1.4.2.

1.4.14 Mid-Term Enrollees. Mid-term enrollees are not eligible for competition until the completion of that term.

1.4.15 Intersessions. Credit hours earned during an intersession (e.g., J-Term) that are used to satisfy the requirements of 1.4 would apply towards whichever semester/quarter the intersession is applied institutionally. If the intersession is considered to be independent, the credits earned can be applied to either the fall or spring semester/quarter.

1.4.15.1 Full-Time Enrollment. Hours enrolled during an intersession (e.g., J-Term) can be counted towards full-time enrollment for whichever semester/quarter the intersession is applied institutionally. If the intersession is considered to be independent term by the institution, those hours cannot be counted toward full-time enrollment for either the fall or spring semester/quarter.

1.5 Waiver of Eligibility Rules. A waiver request may be submitted on behalf of a student-athlete in cases where, because of special circumstances, the application of any rule results in an unintended hardship to a student-athlete. The Director of Athletics, in consultation with the Faculty Athletics Representative(s), Registrar, and Senior Women Administrator, is empowered to grant waivers to the institution's eligibility rules as the facts may warrant in each individual case. A waiver of one rule does not automatically waive any other rule.

1.5.1 Submission of Eligibility Waivers. A waiver request of an institutional eligibility rule may be submitted on behalf of an enrolled, prospective, or transfer student-athlete. Waiver requests of eligibility rules must be submitted in writing by an institution's faculty athletics representative(s) on the prescribed waiver request form. It shall be the responsibility of the faculty athletics representative to determine the facts of the case, and to ensure the completeness and accuracy of the information submitted with the waiver request. Each filed waiver must include all pertinent supporting information or documentation, including academic transcripts of all courses taken at any collegiate institution attended by the student-athlete. In the case of a prospective student-athlete, documentation related to the prospects standardized test score(s), high school GPA, and class rank is required.

1.5.2 Waiver Authority. Copies of a waiver request of an institution eligibility rule (with supporting materials) must be sent to the Director of Athletics, Faculty Athletics Representative(s), Registrar, and Senior Women Administrator. The Director of Athletics shall determine the means by which the committee will consider any particular waiver request. In cases in which ample precedent has been established or the facts of the case do not raise disputed issues, the Director of Athletics has the authority to grant the waiver absent any review by the entire committee.

Campus Life

- [Dean of Students Office](#)
- [Department of Student Involvement](#)
- [Equity, Diversity, and Inclusion](#)
- [New Student and Family Programs](#)
- [Recreation](#)
- [Residence Life](#)
- [Student Government](#)
- [Well-Being, Health, and Counseling](#)
- [Yellowjacket Union](#)

Dean of Students Office

- [Advocacy](#)
- [Community Standards](#)
- [Title IX](#)
- [Dean of Students Office Contact Information](#)

Advocacy

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

Community Standards

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

UW-Superior students are also obligated to complete course work with honesty and academic integrity. They also have the right to expect that all students will be graded fairly and have the right of due process should they be accused of academic misconduct. UWS Chapter 14 of the Wisconsin Administrative Code explains the policies and procedures that need to be followed in the case of academic misconduct. Policies related to student conduct can be found at www.uwsuper.edu/dos. For a physical copy of policies, contact the [Dean of Students Office](#) directly.

Title IX

The University of Wisconsin-Superior is committed to providing educational programs, activities, and a workplace environment that are inclusive and free from discrimination, discriminatory harassment (including sexual harassment), sexual misconduct, and retaliation. Furthermore, UW-Superior is committed to the prompt and equitable investigative and resolution process of all complaints. For more information about Title IX visit www.uwsuper.edu/dos/titleix.

Dean of Students Office Contact Information

Dean of Students Office
 University of Wisconsin - Superior
 Yellowjacket Union 140
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8244
Email: dos@uwsuper.edu

Department of Student Involvement

- [About Student Involvement](#)
- [Student Organizations](#)
- [Leadership](#)
- [Campus Wide Events](#)
- [Yellowjacket Activities Crew \(YAC\)](#)
- [Yellowjacket Mascot Team](#)
- [The Buzz 75](#)
- [Student Involvement Contact Information](#)

About Student Involvement

About Student Involvement

The [Department of Student Involvement](#) provides a wide array of learning opportunities that intentionally engage students in the campus community. All UW-Superior students are highly encouraged to enhance their liberal arts experience by becoming involved in co-curricular activities. There's a lot of learning that goes on outside the classroom too! Through [Department of Student Involvement](#), you can:

- Meet new people that share similar interests
- Try something new
- Build your resume
- Enhance your leadership skills
- Make a difference in the community
- Entertain and be entertained
- Share school spirit
- Have fun in a safe and inclusive environment.

Student Organizations

Over 50 recognized student organizations provide a variety of opportunities for student involvement and leadership. For a current listing of recognized student organizations or for information on forming a new student organization, see the [Student Organizations](#).

Leadership

Leadership resources are accessible to all UW-Superior students at any skill level. Student Involvement offers many ways to strengthen your leadership skills - attend a workshop, participate in Launching Leaders, or work one-on-one with the Student Involvement staff.

Launching Leaders is a self-paced leadership certificate program that offers all students an introduction to campus and community involvement while providing pathways to personal growth and development.

Campus Wide Events

UW-Superior hosts a number of annual campus events including:

'JacketFest: Student Involvement and Job Fair

'Jacket Fest is held at the beginning of the fall semester and provides an opportunity for students to engage with a number of student organizations, part-time employers, and local non-profit agencies.

Friends and Family Weekend

Friends and Family Weekend is an annual fall festival planned especially for UW-Superior students, friends, and their families. The weekend is filled with fun campus activities for all ages and a great way to experience campus life at UW-Superior.

'Jacket Racket Weekend

UW-Superior's homecoming weekend is dedicated to honoring Yellowjacket pride. The weekend brings together students for activities such as Yellowjacket Hockey, Union Bash, and the Spirit Board Competition.

Learn more at www.uwsuper.edu/jacketracket.

Yellowjacket Activities Crew (YAC)

The [Yellowjacket Activities Crew \(YAC\)](#) is an organization of students that plan social and recreational programs for the campus community and the Yellowjacket Union. Free entertainment events include:

- Musicians and Bands
- Comedians
- Dances
- Grocery Bingos
- Craft Nights

Keep an eye out for events that are advertised as family-friendly!

Yellowjacket Mascot Team

The [Mascot Team](#) is a paid employment opportunity for students interested in promoting campus pride. The mascot makes regular appearances at campus, community, and athletic events throughout the year.

The Buzz 75

Your campus experience should be an adventure! Explore all that UW-Superior and the Twin Ports have to offer, from campus life to local favorites. Accomplish 40? Earn an exclusive "Buzz 75" t-shirt! What will you check off first?! Learn more at [Buzz 75](#).

Student Involvement Contact Information

Student Involvement
 University of Wisconsin - Superior
 Yellowjacket Union 155
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8444
Email: involvement@uwsuper.edu

Equity, Diversity, and Inclusion

- [First Nations Center](#)
- [Gender Equity Resource Center \(GERC\)](#)
- [Office of Multicultural Affairs \(OMA\)](#)
- [Veteran and Nontraditional Student Center \(VNSC\)](#)
- [Office of International Programs](#)

First Nations Center

The [NAME:FIRSTNATIONSCENTER], centrally located on the third floor of Swenson Hall (Swenson 2047), provides a space for Native students and other students interested in Native American culture to gather, study and learn in a positive environment. The FNC staff provide students with advocacy, advisement, and cultural counseling.

The Center serves as liaisons between the campus and the greater community to assist in raising awareness of Native American culture. As a part of Indian Country, the First Nations Center works to build an understanding of Native American cultural world view in the region. Collaboratively, the FNC and the Native student organization work with other departments on campus to provide Native American programs and events. (The university also provides a [minor in First Nations Studies](#).)

For more information call [715-394-8132](tel:715-394-8132) or visit www.uwsuper.edu/firstnationscenter.

Gender Equity Resource Center (GERC)

The [Gender Equity Resource Center](#) staff create a safe environment within the campus community for all genders. Services and opportunities include exploration of diverse gender roles, education about gender and sexuality, and advocacy of equity for people of varying ages, economic statuses, cultural backgrounds, races, physical abilities, genders, and sexual identities occurs. The program staff collaborate with many departments and student organizations to provide programs and resources that empower students of all genders and sexual identities to have a successful college experience.

The Gender Equity Resource Center, located Swenson Hall 1031, is a welcoming place where advocates for gender equity, the LGBTQ (lesbian, gay, bi-sexual, trans+, queer/questioning) community, and allies can provide support and education to the campus about gender equity and sexual identities.

For more information contact [715-394-8091](tel:715-394-8091), genderequity@uwsuper.edu, or www.uwsuper.edu/genderequity.

Office of Multicultural Affairs (OMA)

The [Office of Multicultural Affairs](#) (OMA) is dedicated to the academic and social success of African American, American Indian, Asian American, and Hispanic/Latino students while fostering a climate of respect for all people and cultures. The staff in OMA want students to have help with whatever needs arise; a home away from home; a broadening of worldviews; experience with people and cultures other than their own.

Programs and Services:

The Office of Multicultural Affairs is proud to sponsor programs and events that enrich and honor the lives of not only American Indian, Asian American, African American, and Hispanic/Latino American students, but the campus community as a whole. OMA programs and events help students make important connections within the campus community, gain leadership skills, learn about diverse cultures and issues, and more.

The William 'Pope' Wright Jr. Student Center is located at Old Main, Room 232. It is a great place for students to study, to hold meetings, receptions, socials, guest lecture, presentations, and so forth.

For more information, contact OMA at [715-394-8084](tel:715-394-8084), oma@uwsuper.edu, or www.uwsuper.edu/oma.

Veteran and Nontraditional Student Center (VNSC)

The [Veteran and Nontraditional Student Center](#) supports all nontraditional students (including veteran/military students and family members, students who are 25 or older, who have a spouse, and/or who have children) throughout their educational journey at UW-Superior.

The Center offers:

- **A place** where veteran/military and nontraditional students can relax, study, use a computer, or talk with someone.
- **Programs, events** and a culture that foster life-long learning which include an annual Veteran's Day Honoring Ceremony, Veterans Week events, the annual Veterans Expo, Veterans Club, camping trips, VA and federal work study positions, parenting programs, and other engaging events.

- **Direct services** including information about other campus and community, VA/GI Bill® benefit assistance, career preparation, and other helpful services programs.
- **Opportunities** to bring students together, developing friendships and unity.
- **Childcare Subsidies** to students with children who are enrolled in select childcare centers in Superior. The subsidy reduce the cost of childcare tuition and is paid directly to the state licensed center. Students interested in a childcare subsidy can [apply online](#).

Contact VNSC staff at [715-394-8406](tel:715-394-8406) , vns@uwsuper.edu, Old Main Room 118, or www.uwsuper.edu/vns.

Office of International Programs

[Office of International Programs](#)

New Student and Family Programs

- [WoW \(Weekend of Welcome\)](#)
- [Dean of Students Office Contact Information](#)

WoW (Weekend of Welcome)

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

*Students entering in spring semester will attend Winter WoW.

Dean of Students Office Contact Information

Dean of Students Office
University of Wisconsin - Superior
Yellowjacket Union 140
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8244
Email: dos@uwsuper.edu

Recreation

- [Mission Statement](#)
- [Programs](#)
 - [Aquatics](#)
 - [Challenge Course](#)
 - [Climbing Wall](#)
 - [Fitness/Wellness](#)
 - [Intramurals](#)
 - [Open Recreation](#)
 - [Outdoor Adventure](#)
 - [Sport Clubs](#)
- [Facilities](#)
 - [Marcovich Wellness Center](#)
 - [Superior Challenge Ropes Courses](#)
- [Campus Recreation Contact Information](#)

Mission Statement

Through our programs and facilities, we provide an array of recreation and wellness opportunities that foster active and healthy lifestyles.

Through involvement with [Campus Recreation](#) students will:

- Articulate the importance of physical activity for personal and professional balance and growth.
- Communicate effectively and work towards a shared goal.
- Apply necessary skills and abilities and be empowered to develop and mature.
- Engage with other individuals from diverse backgrounds and perspectives, and learn to appreciate differences.

Programs

Aquatics

Located in the [Marcovich Wellness Center](#), the [National Bank of Commerce Climbing Wall](#) is a fully accessible 25-yard pool staffed with friendly, professional lifeguards who will ensure that you have a safe and positive aquatic experience. The pool is open in the early morning, noon, and in the late afternoon/early evening for your convenience. Activities such as water basketball, open swimming, water aerobics, and lap swimming is offered.

Challenge Course

The [Superior Challenge Ropes Course](#) (SCRC) offers a series of activities designed for individual and group participation regardless of age, physical/cognitive limitations, or ability. Participants develop skills in problem solving, communication, decision making, trust, as well as gain a strong sense of self-worth and accomplishment.

The Superior Challenge Ropes Course experience also promotes calculated risk-taking, enhances leadership and management skills, facilitates organizational change, and builds effective teams. Our outdoor facility at UW-Superior features 15 high elements, 9 low elements and a variety of initiatives.

Climbing Wall

The [National Bank of Commerce Climbing Wall](#) is a 28-foot tall, state-of-the-art structure designed to challenge first-timers or avid climbers. We change our routes every semester to maintain a high level of fun and challenge. No experience or equipment necessary. The climbing wall staff will outfit you with all the necessary gear, instruction and encouragement you need.

Fitness/Wellness

The focus of our [Fitness and Wellness programs](#) are to serve the fitness needs of our campus community through various programs, including group fitness and personal training. One of the goals of Campus Recreation is to provide instruction, programming, and training to promote health and fitness awareness.

Intramurals

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

Open Recreation

[Open Recreation](#) offers students and Marcovich Wellness Center members the opportunity to participate in less structured, non-tournament recreation. You must be a student or have an Marcovich Wellness Center membership to participate in open recreation. Open recreation times are subject to change due to special events and facility maintenance. Throughout the year, space is regularly reserved for drop-in activities.

Outdoor Adventure

The [Superior Adventures](#) consists of Outdoor Adventure Trips, Outdoor Equipment Rental, [Superior Challenge Ropes Course](#), and the [National Bank of Commerce Climbing Wall](#). The intent of Superior Adventures is to provide outdoor and social experiences emphasizing adventure, environmental awareness, education, experiential learning challenge, personal development, safety, a sense of community and fun.

Sport Clubs

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

Facilities

Marcovich Wellness Center

The [Marcovich Wellness Center](#) (MWC) houses the Health and Human Performance Department, Athletic programs, [Student Health and Counseling Services](#), and the Department of Campus Recreation. Used for academics, athletics, and recreation, the MWC features the Lydia C. Thering Fieldhouse with indoor track, 2,000-seat [Mertz Mortorelli Gymnasium](#), Toby and Sharon Marcovich Fitness Center, [Minnesota Power Weight Room](#), exercise and physiology lab, classrooms, racquetball courts, [National Bank of Commerce Climbing Wall](#), [Joan Hedrick Swimming Pool](#), dance studio, and offices for all four departments.

Superior Challenge Ropes Courses

The [Superior Challenge Ropes Course](#) is located just west of [Siinto S. Wessman Arena](#). It includes high and local ropes elements to accommodate any skill level. The course offers a series of activities for both individual and group participation regardless of age, physical limitation or ability. This facility is open by reservation only.

Campus Recreation Contact Information

Campus Recreation
University of Wisconsin - Superior
Marcovich Wellness Center
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-395-4610
Email: campusrec@uwsuper.edu
Building Hours:
Academic Year
Monday - Thursday: 6:00am-11:00pm
Friday: 6:00am-10:00pm
Saturday: 10:00am-6:00pm
Sunday: 12:00noon-10:00pm

Residence Life

- [Mission Statement](#)
- [Student Learning Outcomes](#)
- [Residence Halls](#)
- [Application Procedure](#)
- [Room and Board Costs](#)
- [Residence Life Contact Information](#)

Mission Statement

[Residence Life](#) commits to supporting the liberal arts environment by providing students with an engaging on-campus living experience in a safe, inclusive community while promoting personal and academic growth through caring stewardship.

Student Learning Outcomes

During your on-campus living experience, you will:

- Gain practical life skills
- Demonstrate academic success
- Become interculturally aware
- Exhibit socially responsible behavior
- Integrate life and academic experiences

Residence Halls

On-campus living exposes students to new ideas, people and cultures. Residential living also promotes interpersonal development, co-curricular engagement, student involvement and academic success.

UW-Superior offers a range of options for students living in university residence halls. All rooms are furnished and equipped with cable TV, and have wired and wireless internet service.

The UW System Board of Regents requires students to live in a university residence hall and to participate in a university meal plan, if the students are:

- first-year students or sophomores and are (students who have not earned at least 56 semester credits by the first day of classes in student's first year)
- and ARE under the age of 20 by the first day of classes fall semester,
- not veterans,
- not married and/or legally dependent children,
- not living with a parent or guardian within 35 miles of campus (with a commuter card on file with the Residence Life Office).

Application Procedure

Students who complete the admission process will be prompted to complete the online contract, roommate and room selection process in Live@UWS. Please go to [Residence Life](#) for additional information.

Room and Board Costs

See the [Residence Life Fees](#).

Residence Life Contact Information

Residence Life
University of Wisconsin - Superior
Yellowjacket Union 140
Belknap and Catlin Ave.
P.O. Box 2000

Superior, WI 54880
Phone: 715-394-8438
Email: reslife@uwsuper.edu

Student Government

- [About Student Government](#)
- [Student Government Association Contact Information](#)

About Student Government

The [Student Government Association](#) (SGA) is the voice of UW-Superior students, representing student interests in the governance of the university. The SGA works in alliance with the administration, faculty, staff, students, and student organizations in order to provide the best possible university environment and educational experience at UW-Superior. All UW-Superior students are eligible to participate in SGA through elected or appointed positions or by sitting on campus committees.

Student Government Association Contact Information

Student Government Association
University of Wisconsin - Superior
Yellowjacket Union 156
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Email: senate@uwsuper.edu

Well-Being, Health, and Counseling

- [Pruitt Center for Mindfulness and Well-Being](#)
- [Student Health and Counseling Services](#)
- [Pruitt Center for Mindfulness and Well-Being Contact Information](#)

Pruitt Center for Mindfulness and Well-Being

The [Pruitt Center for Mindfulness and Well-Being](#) is committed to advancing the science and practice of mindfulness and well-being, utilizing a multidimensional framework that recognizes a diverse population within the UW-Superior campus and surrounding region. The following are offered through the center:

- Mindfulness and well-being resources and expertise
- Learning projects
- Personal/professional development activities

Student Health and Counseling Services

[Student Health and Counseling Services](#) operates out of the Marcovich Wellness Center. SHCS offers services both on-campus and off-campus to eligible UW-Superior students. On campus services include free counseling, health education services and referrals. Off-campus services include medical services at the UW-Superior contracted medical providers for physical, reproductive and psychiatric care. Please check UW-Superior Student Health and Counseling Services for the listing of current providers and medical procedures covered.

Pruitt Center for Mindfulness and Well-Being Contact Information

Pruitt Center for Mindfulness and Well-Being
 University of Wisconsin - Superior
 Swenson Hall 3117
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8094
Email: mindfulness@uwsuper.edu

Yellowjacket Union

- [Yellowjacket Union \(YU\)](#)
- [Dining Services](#)
- [Bookstore](#)
- [Yellowjacket Union Contact Information](#)

Yellowjacket Union (YU)

The [Yellowjacket Union](#) (YU) is a vibrant, energetic place where friends meet at UW-Superior to learn, eat, relax and play.

The Yellowjacket Union engages the campus community by providing facilities, services, programs and involvement opportunities that promote student development, reinforce educational goals and foster inclusiveness.

Dining Services

Mission Statement

Campus dining is an integral part of the University experience. Our mission is to provide fresh, great tasting food and excellent service that offers customers fun and flexible dining options.

Information

All students, faculty and staff may eat in any of the dining service areas located in the Yellowjacket Union. Students with a meal plan eat most of their meals in the all-you-can-eat Union Café and may use retail operations according to the terms of their respective meal plan contracts. We accept meal plans, 'Jacket Cash, U.S. dollars and debit/credit cards at all dining locations. Students who are required to live in the residence halls are also required to sign up for a meal plan. Contracts are available from Residence Life or at the Yellowjacket Union Desk. A contract must be completed before meal plan services may be used.

Bookstore

Mission Statement

UW-Superior's 'Jacket Book and Supply provides an inviting, collegiate atmosphere offering valuable services and merchandise in a convenient and competitive manner while promoting growth opportunities for students and enriching campus community.

Hours of Operation

'Jacket Book and Supply is open Monday through Friday 8:00 a.m. - 4:00 p.m. Monday-Friday during the fall and spring terms. During the summer we are open from 9:00 a.m. - 2:00 p.m. Monday through Friday. We offer extended times during special events on campus. Watch our website for those times.

Products Sold

We are your connection for all your textbook needs along with logo and alumni merchandise, gifts, gift cards, art, school and office supplies and grocery and snack needs.

Book Costs

We offer used and new textbooks and also a wide selection of required books as a rental option. Students can pay for their textbook and classroom supplies with cash, check, credit card, or they can be charged directly to their student account. All of our textbook information is posted on our web site prior to the first day of registration for the upcoming term.

Yellowjacket Union Contact Information

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

Faculty, Staff, Administration

- [Alumni Association](#)
- [Emeriti Faculty and Staff](#)
- [Faculty and Staff Directory](#)
- [Foundation](#)
- [UW System and UW-Superior Administrators](#)

Alumni Association

- [UW-Superior Alumni Association](#)
- [Alumni Association Contact Information](#)

UW-Superior Alumni Association

The UW-Superior Alumni Association offers many ways to stay connected and engaged. From local and national events, to travel opportunities and discounted insurance, alumni and friends can enjoy the great benefits of being a part of the Yellowjackets community.

For more information, please visit uwsuper.edu/alumni/association – Go 'Jackets!

Alumni Association Contact Information

Alumni Association
University of Wisconsin - Superior
Old Main 237
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8452
Email: alumni@uwsuper.edu
Office Hours:
8:00 a.m. - 4:30 p.m. M-F

Emeriti Faculty and Staff

- [Emeriti Faculty and Staff List](#)
- [Emeriti Policy](#)

Emeriti Faculty and Staff List

Bernhard Abrahamsson, Ph.D., Economics
 Dorothy Anway, Ph.D., Mathematics and Computer Science
 Gail Archambault, B.S., Director, Yellowjacket Union
 Donald Bahnick, Ph.D., Chemistry
 Karen Bahnick, Ph.D., Economics and German
 Mary Balcer, Ph.D., Biology
 Diane Balko, M.M., Music
 Harris L. Balko, M.A., Music
 Michael R. Ball, Ph.D., Sociology
 Lowell W. Banks, M.E., Registrar, Education
 Alvin "Chip" Beal, M.Ed., Director, Multicultural Affairs
 Robert Beam, Ph.D., Economics
 David Beran, D.A., Mathematics
 Hal Bertilson, Ph.D., Psychology
 Joan Bischoff, Ph.D., English
 Janet Blair, Academic Dept. Associate
 Anthony B. Bukoski, Ph.D., English
 Thomas A. Bumgardner, D.M.A., Music
 Bob Carmack, M.A., Library Science
 David W. Carroll, Ph.D., Psychology
 Richard D. Carter, Ph.D., Educational Administration
 Robert Comstock, M.Ed., Director of Financial Aid
 Gail Craig, Ed.D., Teacher Education
 Ella Cross, M.L.I.S., University Library
 Timothy Crow, Ph.D., German and Spanish
 Donald M. Dailey, M.S., Physics
 Rhea S. Das, Ph.D., Psychology
 Edmond B. Dennerly, Ph.D., Biology
 Albert B. Dickas, Ph.D., Geology
 Judy Anne Dwyer, M.S.W., Social Work
 Julius E. Erlenbach, Ph.D., Chancellor, Music Education
 Francis Florey, Ph.D., Mathematics
 Noel Francisco, Ph.D., Sociology
 Randy Gabrys-Alexson, Ph.D., Biology
 Beth Gilbert, Ph.D., Biology
 George E. Gott, M.A., English
 James R. Grittner, M.F.A., Visual Arts
 Barbara Hamann, Ph.D., Health Education
 Richard A. Hanson, Ed.D., Teacher Education
 Thomas C. Hartman, Ph.D., History and Mediterranean Studies
 Richard H. Heim, M.S., Library Science
 Jerry Hembd, Ph.D., Business and Economics
 James A. Holter, M.S., Education
 Joseph W. Horton, Ph.D., Chemistry
 Richard H. Hudelson, Ph.D., Philosophy
 Bernard O. Hughes, Ed.D., Education
 Barbara L. Johnson, Ed.D., Business Administration
 Carl C. Johnson, M.S.L.S., Library
 Joy Johnson, Chancellor's Office
 Marshall Johnson, Ph.D., Social Inquiry
 Robert E. Jordan, Ph.D., Accounting
 Albert M. Katz, Ph.D., Communicating Arts
 Darol L. Kaufmann, Ph.D., Biology
 Paul D. Keeney, Ph.D., Educational Administration
 Gary Keveles, Ph.D., Criminal Justice and Human Behavior
 Robert Kosuth, Director of the Kobe Yamate English Program
 Robert D. Krey, Ph.D., Education Administration
 Emily Levings, University Services Associate
 Susan E. Loonsk, M.A., M.A.T.P., Art Therapy
 Paul W. Lukens, Jr., Ph.D., Biology
 Peggy V. Marciniak, Ed.D., Writing and Library Science
 Joseph Meidt, Music
 Mark Merrill, IS Tech Services
 Frank H. Meyer, M.A., Physics
 Karl Meyer, Ph.D., Chancellor
 Nancy M. Minahan, Ph.D., Psychology
 Karl T. A. Moravek, M.Ed., Director of Career Planning and Placement
 Robert D. Morden, Ph.D., Biology
 Steve Nelson, B.S., Athletic Director
 Debra Nordgren, M.S.E., Library Science
 Peter Nordgren, Ph.D., Educational Policies and Administration
 George O. Parker, Ed.D., Business and Economics

Stewart A. Platner, M.F.A., Communicating Arts
 Walter C. Prentice, Ph.D., Teacher Education
 Roger L. Prescott, Ph.D., Human Performance and Health Promotion
 Mary Pulford, Ph.D., Anthropology
 Kenneth Raihala, Facilities
 Kenneth L. Redding, Ed.D., Education Administration
 Charles J. Reichert, M.S., Accounting
 Rhoda Robinson, Ed.D., Educational Leadership
 Ronald K. Roubal, Ph.D., Chemistry
 John J. Rusch, Ed.D., Teacher Education
 Cecilia E. Schrenker, Ph.D., Writing and Library Science
 Ralph Seelke, Ph.D., Biology and Natural Sciences
 Norma J. Stevlingson, D.M.A., Music
 Barton Sutter, M.A., Writing and Library Science
 William A. Swenson, Ph.D., Biology
 Winnifred J. Taylor, Ph.D., Counselor Education
 Lydia C. Thering, Ed.D., Physical Education
 Gloria I. Toivola, Ph.D., Political Science
 Richard Walker, Ed.D., Education
 Michael J. Wallschlaeger, Ph.D., Educational Administration
 Donald G. Weyers, M.A., Mathematics
 Paul L. Williams, Ph.D., Mathematics
 Robert D. Williams, Ph.D., English

Emeriti Policy

University of Wisconsin-Superior Policy
 Effective 1-14-2016

DESIGNATION OF EMERITUS/EMERITA STATUS

1. INTRODUCTION

- a. Emeritus/emerita status is an honor bestowed by the Chancellor in recognition of past contributions to the university. Emeritus/emerita appointments confer no monetary advantages, and are not granted automatically upon retirement. Emeritus/emerita status is limited to faculty, academic staff, limited appointees and University Staff permanently retiring from the University of Wisconsin-Superior.

2. ELIGIBILITY

- a. Emeritus status may be awarded to a retiring person who:
 - i. Is retiring permanently and eligible for the University retirement annuity;
 - ii. Has ten years or the full time equivalent of service to the University (ex: IAS who has taught 50% for 20 years; University Staff at 75% for 14+ years, etc.)
 1. Staff whose classification has changed (e.g. Classified who later becomes University staff, academic staff who becomes faculty or University Staff who becomes academic staff) may count total years of service, not just the years in the latter classification.
- b. Has been nominated by a colleague, unit, department, dean, or director for emeritus/a status in writing.

3. NOMINATION PROCESS

- a. Faculty and/or staff must be nominated for emeritus/emerita status
 - i. It is usual that emeritus/a be granted prior to retirement or within three months of the nominee's official retirement date.
- b. It is incumbent upon the person retiring
 - i. to make his or her wish to be considered for emeritus/emerita status known.
 - ii. to request a letter of nomination for the status by a director, unit, department, colleague or dean who knows their work.
- c. Nomination should include:
 - i. Name of retiree being nominated, position, department, and their start date at the university.
 - ii. Expected date of retirement (copy of retirement letter).
- d. If the nominee holds double or divided appointment with another department or unit, the nomination can come from either department or unit. It is not necessary for both departments or units to submit a nomination.

4. PROCEDURES FOR GRANTING EMERITUS/A STATUS

- a. For Faculty:
 - i. Nominations for emeritus/a status are forwarded to the department for review and vote. Approved nominations are submitted to the Dean of Faculties and Graduate Studies who forwards the nomination, via the Provost, to the Chancellor.
 - ii. The Chancellor makes the final decision on granting emeritus/a status. Emeritus/a status will begin on the date of official retirement.
- b. For Academic or University Staff:
 - i. Nominations for emeritus/a status are forwarded to the Personnel Compensation Committee (academic staff) or the University Staff Senate (University staff) who forwards the nomination via the Provost, to the Chancellor.
 - ii. The Chancellor makes the final decision on granting emeritus/a status. Emeritus/a status will begin on the date of official retirement.

5. PRIVILEGES

- a. Award of emeritus/a status carries with it the faculty or staff members' title code at the time of retirement (e.g. Professor Emeritus/a, Academic Advisor Emeritus/a, or University Program Associate Emeritus/a). In addition the following privileges are provided:
 - i. Each emeritus/a may obtain one "Emeritus/a" staff ID card at no cost. Replacement ID cards will need to be paid for by the individual.
 - ii. Access to JDH Library resources including: borrowing, Universal Borrowing, interlibrary loan, access to data. bases/subscription resources locally or offsite (proxy access).
 - iii. Technology privileges such as continued email and campus wireless access.
 - iv. Access to campus recreation activities and MWC. memberships at special rates set by Campus Recreation.
 - v. Complimentary entrance to University Theater productions.
 - vi. Complimentary entrance to UW-Superior Music concerts.
 - vii. Complimentary entrance to regular season Athletic events.
 - viii. Emeriti may apply for parking permits on the same basis as currently employed faculty or staff. Permits for unreserved areas shall be available at no cost or at a reduced rate (determined by Parking Services).
 - ix. Listing with the faculty, academic or University Staff in catalogs and in the university directory.
 - x. Invitation to participate in public ceremonies such as commencements, academic processions, and other ceremonies as appropriate.

6. CHANGES TO THIS POLICY

- a. Any changes being proposed to this policy must be forwarded to and approved by each of the governance bodies (faculty, academic staff, and University Staff) before changes can go into effect.

Faculty and Staff Directory

PLEASE NOTE: Faculty and Staff Directory will be updated July, 2019.

Foundation

- [Mission Statement](#)
- [Board of Directors](#)
- [Ex-Officio Board Members](#)
- [UW-Superior Foundation Contact Information](#)

Mission Statement

The mission of the University of Wisconsin-Superior Foundation Inc. is to secure, invest and manage financial resources that support exceptional opportunities for the University of Wisconsin-Superior and its students, faculty and facilities.

Board of Directors

Louise Alholm, '81, Maple, WI
 Dave Anderson, '78, Wausau, WI
 Stefan Fletcher, '08, Madison, WI
 Beth Gilbert, Superior, WI
 Gary Harker, '69 Apple Valley, MN
 Oddbjorg (Oddi) Hjellbakk, '89, Duluth, MN
 Harold (Hal) Mattson, '68, Mission Viejo, CA
 Terry Mattson, '84, St. Paul, MN
 Chad Matushak, '01, Superior, WI
 Dean McCall, '80, Superior, WI
 Michael Metcalf, '81, Vancouver, WA
 Shaye Moris, Duluth, MN
 Deborah Olson, '74, Eugene, OR
 Ann Rock, '71, Duluth, MN
 Avram Segall, New Paltz, NY
 Jim Tomczak, Monticello, MN
 Gregg Zank, '80, Midland, MI

Emeritus

Lydia Thering, Duluth, MN

Ex-Officio Board Members

Renée Wachter, Chancellor, University of Wisconsin-Superior
 Jeanne Thompson, Vice Chancellor for Advancement, University of Wisconsin-Superior

UW-Superior Foundation Contact Information

UW-Superior Foundation
 University of Wisconsin - Superior
 Old Main 237
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8452
Email: give2uws@uwsuper.edu
Office Hours:
 8:00 a.m. - 4:30 p.m. M-F

UW System and UW-Superior Administrators

- [University of Wisconsin System Administrative Officers](#)
- [University of Wisconsin System Board of Regents Members](#)
- [UW-Superior Administrators](#)

University of Wisconsin System Administrative Officers

Raymond W. Cross, President

Karen Schmitt, Interim Vice President for Academic and Student Affairs

Ben Passmore, Associate Vice President for Policy Analysis and Research

Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation (APEI)

Vicki C. Washington, Associate Vice President for Inclusivity, Diversity, Equity and Student Success (IDEASS)

Christina Navia, Associate Vice President for Student Success

Kristine Andrews, Associate Vice President for Federal Relations

David Brukaradt, Interim Vice President of Corporate Relations and Economic Engagement

Sean Nelson, Vice President for Finance

Renee Stephenson, Assistant Vice President for Budget Development and Planning

Robert G. Cramer, Vice President for Administration

Ruth Anderson, Associate Vice President for Administrative Services

Steven Hopper, Associate Vice President for Learning and Information Technology Services (OLITS) and Chief Information Officer

David Alarie, Chief Technology Officer

Alex Roe, Associate Vice President for Capital Planning and Budget

Shenita Brokenburr, Senior Associate Vice President and Chief Human Resources Officer

Jess Lathrop, Executive Director and Corporate Secretary to the Board of Regents

Lori Stortz, Chief Audit Executive

Quinn Williams, General Counsel

University of Wisconsin System Board of Regents Members

Robert Atwell (May 2017 - May 2024)

John Robert Behling, President (May 2012 - May 2019)

Scott Beightol (November 2018 - May 2023)

José Delgado (May 2014 - May 2021)

Michael M. Grebe (June 2015 - May 2022)

Eve Hall (May 2014 - May 2021)

Mike Jones (May 2017 - May 2024)

Tracey L. Klein (May 2016 - May 2023)

Regina Millner (May 2012 - May 2019)

Janice Mueller (June 2013 - May 2020)

Drew Petersen, Vice President (May 2015 - May 2020)

Cris Peterson (May 2018 - May 2025)

Jason R. Plante (March 2018 - May 2020)

Ryan L. Ring (May 2017 - May 2019)

Carolyn Stanford Taylor, Ex Officio Member (State Superintendent; January 2019 – Present)

Torrey Tiedeman (December 2018 – May 2020)

S. Mark Tyler, Ex Officio Member (WTCS Board President; July 2017 – Present)

Gerald Whitburn (May 2018 – May 2025)

UW-Superior Administrators

Renée Wachter, Ph.D., Chancellor

Jackie Weissenburger, Ph.D., Interim Provost/Vice Chancellor for Academic Affairs

Jayant Anand, Ph.D., Interim Dean of Academic Affairs

Nick Danz, Ph.D., Associate Dean of Academic Affairs

Wendy Kropid, Ph.D., Interim Assistant Dean for Educator Preparation Programs

Michael Bartlett, M.Math., Interim Director of Library and Digital Strategies

Jamie White-Farnham, Ph.D., Director, Center for Excellence in Teaching and Learning (CETL) and Assessment

Kathryn Guimond, M.Ed., Director of Continuing Education

Andrew Donahue, M.B.A. and M.I.M., Director of Small Business Development Center

Emily Neumann, M.Ed., Director of Institutional Research and Sponsored Programs

Jenice Meyer, M.S.Ed., Director, Center of Community Engaged Learning and Academic Planner

Matthew TenEyck, Ph.D., Director of Lake Superior Research Institute

Erika Washburn, Ph.D., Director of Lake Superior Natural Estuarine Research Reserve

Richard Stewart, Ph.D., Director of Transportation and Logistics Research Center and Co-Director of Great Lakes Maritime Research Institute

Jordan Milan, M.B.A., Director of Strategic Communications and Special Assistant to the Chancellor

Brenda Harms, Ph.D., Interim Vice Chancellor for Enrollment Management

Donna Dahlvang, M.B.A., Director, Financial Aid

Jeff Kirschling, M.S.E., Registrar

Tammi Reijo, B.S., Bursar

Cortney Alexander-Doyle, M.S., Director, Academic Advising, Career Services and Educational Success Center

Mickey Fitch-Collins, M.S., Assistant Director, Educational Success Center

Michelle Gutsch, Ph.D., Director of McNair Scholars Program

Nick Bursik, M.B.A., Athletics Director

Lynn Deadrick, M.S. Ed., Assistant Director of Athletics and Head Women's Volleyball Coach

Kristine Patterson, B.S., Director of Campus Recreation

Nicholas Donahue, M.S., Assistant Director of Campus Recreation

Jeremy Nere, M.B.A., Director of Admissions

Mark MacLean, M.A., Director of International Admissions

Harry Anderson, M.S., Dean of Students

Tammy Fanning, M.S., Associate Dean of Students

Ryan Kreuser, B.S., Director of Residence Life

Jen Bird, M.S.Ed., Director of Student Development

Allison Garver, M.S.Ed., Assistant Director of Student Involvement

Ethan Russom, M.Ed., Assistant Director, Yellowjacket Union

Randy Barker, Interim Director of Mindfulness and Well-being

Jerel Benton, Ed.D., Director of Equity, Diversity, and Inclusivity and Senior Diversity Officer

Kat Werchouski, M.S., Assistant Director of Equity, Diversity and Inclusivity

Jeanne Thompson, M.A., Vice Chancellor for University Advancement

Heather Thompson, B.S., Interim Director of Alumni Relations

Jeff Kahler, M.B.A., Vice Chancellor for Administration and Finance

Tom Janicki, M.S., Interim Chief Information Officer

Robert Waksdahl, B.S., Controller

Dustin Johnson, M.F.A., Director of Facilities Management

Steven Kirk, B.S., Director of Wessman Arena

Gary Gulbrandson, B.S., Director, Public Safety and Parking Services

Lindsey Dahlberg, M.E.H.S., Director, Environmental Health & Safety

Cory Kempf, B.A., Director of Human Resources

General University Information

- [Assessment](#)
- [Education Options](#)
- [Force of Publication](#)
- [Graduate Studies Disclaimer](#)
- [History of UW-Superior](#)
- [Introduction](#)

Assessment

- [Assessment](#)
 - [Academic Program Assessment](#)
 - [University Studies Assessment](#)
 - [Co-Curricular Assessment](#)

Assessment

UW-Superior is committed to assessing student learning for accreditation compliance and continuing improvement of teaching and learning. Assessment is based on three Student Learning Goals established in 2014:

1. Communication
2. Individual and Social Responsibility
3. Creative and Critical Thinking

See full explanation of Goals at www.uwsuper.edu/assessment.

The University engages in several best practices for assessment, including: outcomes-based learning, direct assessment of student work by faculty/staff, and the participation of faculty and staff. All faculty and staff participate in the assessment of student learning in three educational contexts:

1. Academic Program (majors and minors)
2. University Studies
3. Co-Curricular Units such as Student Affairs

Academic Program Assessment

Assessment of student learning takes place annually in each academic department/program. Faculty and instructional staff are themselves responsible for assessing their students' learning, analyzing the results, and making changes to the curriculum if deemed necessary. Academic programs may simultaneously assess a UW-Superior Student Learning Goal and a specialized program goal. Mainly, assessment in academic programs occurs during students' Senior Capstones.

University Studies Assessment

The University Studies curriculum also delivers the Student Learning Goals, and the categories within the program are assessed annually by the instructors who teach in the relevant category. The University Studies committee also approves and reviews course materials to ensure they meet the criteria for inclusion and participation in assessment.

Co-Curricular Assessment

Campus-wide, various units support student learning outside of the classroom, through student employment, programming, and events. These units also deliver the Student Learning Goals and have begun using surveys to understand their impact on students' learning.

Education Options

- [Programs leading to a degree](#)
- [Academic outreach programs and other learning programs](#)
- [Pre-college programs](#)

Programs leading to a degree

UW-Superior offers many options to accommodate the education needs of traditional and nontraditional students.

Undergraduate (Bachelor's Degree): Academic programs of at least 120 semester credits leading to a Bachelor's Degree.

Online Learning: Selected academic programs offered through a flexible program of study that does not require on-campus class attendance. Distance Learning students complete academic work through online and other communication technologies.

Graduate Studies: Academic programs leading to a Master of Arts, Master of Science in Education or Specialist in Education degree.

Associate Degree: A 60-semester-credit program leading to an Associate Degree.

Academic outreach programs and other learning programs

Continuing Education/Extension: Credit and noncredit classes and workshops for people seeking continuing professional education and lifelong learning.

Online Learning: Complete a bachelor's degree from home through the [Online Learning](#) or enroll in individual online courses.

Special Adult Students: Anyone taking courses at UW-Superior but not seeking a degree.

Pre-college programs

Youth Options

The Youth Options program enables high school juniors and seniors to enroll in one or more courses at an institution of higher education in Wisconsin.

School districts are required to pay the cost of tuition, books and fees and to determine whether the course satisfies state graduation and high school credit requirements.

For more information, see the [Admissions](#) section of this catalog or [contact the UW-Superior Admissions Office](#) at 715-394-8230 or admissions@uwsuper.edu.

Upward Bound

UW-Superior offers the [Upward Bound](#) program for eligible students attending [Superior High School](#) who face challenges in pursuing higher education without additional support.

During the academic year, students receive tutoring, counseling and study skills training to help them improve their grades and self-confidence. They also visit college campuses, attend plays, concerts and lectures; and build relationships through social, recreational and cultural activities.

During the summer Upward Bound students participate in a six-week residency program on the UW-Superior campus.

Force of Publication

- [Force of Publication](#)
- [Curriculum Changes](#)

Force of Publication

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, University of Wisconsin-Superior reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation and schedules for course offerings without actual notice to individual students.

Every effort will be made to keep students advised of any such changes. Information on changes will be made available in the Office of the Chancellor, academic departments, Registrar's Office and Admissions Office.

It is especially important that students note it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program. Degree Progress Reports are available electronically through the E-Hive to help students stay current with degree/major/minor requirements.

This catalog is prepared to enable prospective and enrolled students, and others, to learn about the University of Wisconsin-Superior. It is also intended to explain policies, requirements, regulations and procedures in a manner that will help the student progress through the university. Faculty, advisors and staff at the University of Wisconsin-Superior will provide assistance, but ultimately the responsibility for compliance rests with the student.

Curriculum Changes

The new knowledge continually emerging in the field of education, changing concepts in the presentation of this knowledge and consideration of certification requirements may necessitate certain changes in the curriculum of a given department. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during her or his period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.

Graduate Studies Disclaimer

The policies and procedures in the [undergraduate section](#) of the catalog apply to graduate students unless explicitly stated otherwise in the [graduate section](#) of the catalog.

History of UW-Superior

UW-Superior traces its roots to 1893, when state legislators established Superior Normal School to train teachers. The institution grew steadily, becoming Superior State Teachers College in 1926 and granting its first bachelor's degree in Education. Graduate programs were added following World War II. In 1951, the Board of Regents changed the institution's name to Wisconsin State College-Superior to better reflect its broader role.

The college assumed university status in 1964 and was renamed Wisconsin State University-Superior. In 1971 it became part of the [University of Wisconsin System](#) and assumed its present name. In 1998, UW-Superior was designated Wisconsin's Public Liberal Arts College by the [University of Wisconsin System Board of Regents](#).

UW-Superior's enrollment is approximately 2,600 students. Most come from cities throughout Wisconsin and Minnesota, but the campus community also includes students from many other states as well as countries around the world. They enjoy a student-to-faculty ratio of approximately 1:1 and 18 students is the average class size, allowing for the opportunity to work closely with faculty who are leaders in their fields.

Along with traditional campus programs, UW-Superior offers a variety of learning programs to meet the varied needs of people in Wisconsin and around the country. Flexible and affordable online learning options enable people to complete a bachelor's or master's degree from their homes. The Center for Continuing Education offers a wide array of courses and certificate programs that make university expertise available to people throughout the region.

Introduction

- [Welcome to UW-Superior](#)
- [Our Mission](#)
- [Arrange a Campus Visit](#)
- [Our University](#)
- [Our Community](#)

Welcome to UW-Superior

The General Catalog 2019-2021 describes the university's undergraduate and graduate academic programs, courses and procedures. It provides information you need to apply for admission, financial aid and campus housing, pay tuition and fees, and take full advantage of the student services we provide.

Our Mission

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region. To accomplish these ends, the university will:

1. Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
2. Award associate and baccalaureate degrees in selected fields in education, arts, humanities, sciences, social sciences, business, and pre-professional programs.
3. Offer graduate programs in areas associated with its undergraduate emphases and strengths.
4. Extend its undergraduate and graduate resources beyond the boundaries of the campus through alternative delivery of programs.
5. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree levels, its selected graduate programs, and its special mission.
6. Maintain an inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies.
7. Engage in appropriate inter-institutional relationships and community partnerships to enhance educational and service opportunities.
8. Foster, with the University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.

Arrange a Campus Visit

If you're considering applying to UW-Superior, we urge you to visit us. An [admissions counselor](#) will meet with you and your family to answer all your questions. You can learn more about financial aid, tour campus, talk to current students, sit in on a class, talk to professors, or meet with an athletic coach.

To arrange a guided campus visit, contact our Admissions Office by calling [715-394-8230](tel:715-394-8230), e-mailing admissions@uwsuper.edu, or online at uwsuper.edu/visit. Additional admissions information for undergraduate and graduate students is available online at www.uwsuper.edu/admissions.

Our University

The University of Wisconsin-Superior helps students attain the knowledge, skills and experiences to succeed in their careers and beyond. We do that by focusing on our strengths: small classes, world-class research facilities, renowned performing arts centers, one-on-one contact with professors, an emphasis on active learning, and a supportive environment. The university is one of 13 comprehensive universities in the University of Wisconsin System and it shares in the UW System mission. UW-Superior is designated Wisconsin's Public Liberal Arts College by the [University of Wisconsin System's Board of Regents](#) and is a member of the [Council of Public Liberal Arts Colleges](#).

Our Community

Superior offers the convenience of city living and the year-round recreational opportunities of the Northland.

Situated in the northwest corner of Wisconsin, Superior overlooks the western tip of Lake Superior. This historic city of 27,000 remains an important Great Lakes port and transportation hub while also providing jobs in manufacturing, retail and education. The city combines with neighboring Duluth, Minnesota, to provide a rich metro setting with live entertainment and shopping as well as numerous opportunities for internships and careers.

The city is located just five minutes from Duluth and Lake Superior, and just a short drive from fishing, hiking, skiing, biking and other outdoor activities.

Governance, Accreditation and Approved Programs, Laws

- [Accreditations](#)
- [Laws](#)
- [UW System](#)

Accreditations

The University of Wisconsin-Superior is accredited by the [Higher Learning Commission \(HLC\)](#), one of six regional accreditation organizations recognized by the United States Department of Education and the Council for Higher Education Accreditation.

Being accredited by the HLC is a sign of quality to the general public that also allows the university to receive student aid and scholarship money. UW-Superior has been accredited continuously since 1916.

Accreditation by the HLC and by other nationally recognized agencies assurance to the public, in particular to prospective students, that an institution has been found to meet the agency's clearly stated requirements and criteria and that there are reasonable grounds for believing that it will continue to meet them.

Individual academic programs and departments are accredited or approved, as noted in respective sections of this catalog by:

- [Association of Small Business Development Centers](#)
- [Council on Social Work Education](#) -- Social Work
- [National Association of Schools of Music](#) -- Music
- [Wisconsin Department of Public Instruction](#): Educator Preparation (Teacher, Administrator, Pupil Services) -- Teacher Education

Laws

- [Equal Opportunities in Education](#)
- [Use and Disclosure of Social Security Number](#)
- [Authorization to Enroll International Students](#)
- [Consumer Information](#)
- [Privacy of Records](#)
- [Program Integrity](#)

Equal Opportunities in Education

University of Wisconsin-Superior is an equal opportunity educator in accordance with Wisconsin statute 36.12 governing the University of Wisconsin System, which states: "No student may be denied admission to, participation in or the benefits of or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy marital status or parental status." (89-90 Wis. Stats). The statute further states that if there is a complaint against the institution alleging student discrimination, the complainant must file the complaint with the institution within 300 days of the alleged violation.

The University offers classroom instruction and educational services in compliance with federal legislation including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Civil Rights Restoration Act of 1987.

The University seeks to maintain a positive educational environment and regards sexual harassment of any student by other students or members of the faculty or staff as unacceptable behavior as defined in the Sexual Harassment Policy approved by the University of Wisconsin System Board of Regents on May 8, 1981.

Complaints regarding alleged discrimination or harassment should be addressed to the Director of Equity, Diversity and Inclusion, Old Main Room 208, [715-394-8015](tel:715-394-8015) or edi@uwsuper.edu. The initial contact is confidential and may be limited to requests for information about discrimination/sexual harassment policies and procedures, discussion of existing situations and/or options for resolving complaints. These options include resolutions by mutual consent or by filing a written complaint.

Use and Disclosure of Social Security Number

Federal law allows the UW System to request and use the Social Security number (20 U.S.C., Section 1232g).

Disclosure of that social security number is voluntary. Applications received without it will be processed, and another form of student identifier number will be assigned. However, failure to provide the social security number may result in denial of services or benefits.

Authorization to Enroll International Students

In compliance with the Immigration and Nationality Act (P.L. 87-195), UW-Superior publishes the following statement: "This school is authorized under federal law to enroll non-immigrant alien students."

Consumer Information

Information required under the Higher Education Act of 1965, as amended, Title IV parts 668, 674, 675, 676, 682, 690, and 692 regarding, but not limited to, eligibility and criteria for receiving and availability of financial aid, rights and responsibilities of those receiving financial aid, standards of progress, terms of payment, repayment schedules for those receiving financial aid, conditions of employment related to financial aid, total educational costs of attending UW-Superior and refund policies can be obtained from the Financial Aid Office, Old Main 110, [715-394-8220](tel:715-394-8220) or finaid@uwsuper.edu.

UW-Superior veteran enrollment requirements and standards of progress information are available from the Registrar's Office, Old Main Room 139, [715-394-8228](tel:715-394-8228) or registrar@uwsuper.edu.

The University is required through state statute (Assembly Bill 431) to share statistics with current students concerning crimes on campus and reported campus incidents of sexual assault and date rape. As required by law, this information is distributed annually to students through the [UW-Superior website](#). In addition, federal laws, Student Right to Know Law and the "Campus Security Act" requires the university to inform prospective as well as current students of similar [crime statistics](#) and information on [student graduation rates](#). This information is distributed annually to students through the UW System Introduction and UW-Superior website.

The University is required to provide annually to every student and employee information concerning the university's [policies on illicit drugs and alcohol](#). In compliance with the Drug-Free Schools and Communities Act amendments of 1989, UW-Superior publishes and distributes this information annually. Additional information is available on the university's website or may be obtained from the Office of the Vice Chancellor for Campus Life/Dean of Students at the Yellowjacket Union, [715-394-8241](tel:715-394-8241).

Privacy of Records

The University ensures students access to their official University records and maintains the confidentiality of personally identifiable information in accord with federal law. The university's privacy policy implementing the requirements of the Family Educational Rights and Privacy Act (FERPA) is available at www.uwsuper.edu/registrar.

Program Integrity

Pursuant to the United States Department of Education's Program Integrity Rule, an individual may file a complaint against any of University of Wisconsin System's public institutions alleging a violation of one or more of the following categories with the University of Wisconsin System Administration ("UWSA").

- Complaints that allege a violation of state consumer protection laws that include but are not limited to fraud and false advertising;
- Complaints that allege a violation of state law or rule relating to the licensure of post secondary institutions; and/or
- Complaints relating to the quality of education or other State or accreditation requirements.

Under the UWSA policies and procedures, an individual should utilize the institution's internal complaint or review policies and procedures through the Office of the Vice Chancellor for Campus Life/Dean of Students at the Yellowjacket Union, 715-394-8241 or campuslife@uwsuper.edu, prior to contacting the UWSA. If a resolution is not reached at the institution level, or if you believe that the nature of the complaint or its impact on the system as a whole warrants an immediate review by the University of Wisconsin System Administration, please contact the University of Wisconsin System Administration - Office of Academic, Faculty and Global Programs (AFGP) afgp@uwsa.edu or call 608-262-5862 .

The university is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against post secondary education institutions offering distance learning or correspondence education within that state. Students are encouraged to utilize the institution's internal complaint or review policies and procedures through the Office of the Vice Chancellor for Campus Life/Dean of Students at the Yellowjacket Union, 715-394-8241 or dos@uwsuper.edu, prior to filing a complaint with the state agency or agencies. A list of contacts from each state in which a student may file a complaint is available at <http://www.sheeo.org>.

UW System

The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional, and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

Student Services

- [Admissions](#)
- [Career Services](#)
- [Cashier \(Bursar\)](#)
- [Center for Academic Advising](#)
- [Educational Success Center](#)
- [Financial Aid](#)
- [Office of International Programs](#)
- [Online Learning](#)
- [Registrar](#)
- [Writing Center](#)

Admissions

- [Mission Statement](#)
- [Apply online](#)
- [Visit our campus](#)
- [Admissions categories](#)
- [Freshmen Students](#)
- [Transfer Students](#)
- [International Students \(Undergraduate\)](#)
- [Special Students](#)
- [Special Auditing Students](#)
- [Continuing Education Special Students](#)
- [Advanced Placement](#)
- [Project Lead the Way](#)

Mission Statement

The [Admissions Office](#) develops and implements outreach, application and selection initiatives to meet the needs of our continuously changing student populations and support the mission and values of the university.

Apply online

The University of Wisconsin-Superior supports the [UW System](#) application for admission. Students may apply online at <https://apply.wisconsin.edu>.

Visit our campus

We encourage prospective students to [visit our campus](#) regardless of what stage in the college search process the student is in. The mission of our office supports tailoring that visit experience to meet a student's unique needs and interests.

Admissions categories

Admissions requirements vary for different students. Common student types or admissions categories are defined below:

Freshmen Students: Graduates of high schools in the United States or those who have received a GED or HSED who have not attended another university, technical college or other school after high school. Students who have earned college credits while in high school are considered Freshmen for admission and scholarship purposes, despite transferring in college credit.

Transfer Students: Students who have attempted or earned any college-level credit after graduating high school or completing their GED or HSED.

International Students: Any student who is in, or intends to apply for, a nonimmigrant status such as F-1 or J-1.

Special Students: Anyone taking courses who does not wish to earn a degree. Special students are not eligible for financial aid.

Special Students Auditing a Course: Anyone who wished to enroll in a class and not receive credit or a grade. Auditing students are expected to attend class regularly, but will not be expected to submit assignments or take examinations. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes.

Continuing Education Special Students: Prospective, non-degree seeking students who wish to enroll in Continuing Education credit programming.

High School College Credit: High school students who meet UW-Superior requirements can earn college credit through the Early College Credit Program (ECCP). To take courses through ECCP you must be a high school student at a public or private high school in Wisconsin. Under ECCP, the costs of the courses are shared among the institute of higher education, the school district or private school, the state, and in some cases the student's family.

Advanced Placement: High school seniors who have completed college-level courses through the College Board's Advanced Placement Programs. See how Advanced [Placement classes will transfer](#).

Graduate Students: See the [Graduate Studies portion of this catalog](#).

Freshmen Students

Admissions Requirements

1. A completed UW System [application](#).
2. Official high school transcript
3. Non-refundable application fee
4. Official ACT or SAT scores sent directly from ACT/SAT

Applicants for admission as new first year students must satisfy the following minimum requirements to be considered:

1. Graduation from a recognized high school or the equivalent.
 1. A recognized high school is
 1. Accredited by a regional accrediting association or state university.
 2. Recognized or accredited by a state department of public instruction or its equivalent.

An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system, or state department of public instruction based on the GED examination, the Wisconsin High School Equivalency Diploma, or other established criteria. Applicants from alternative educational backgrounds, including home-schooled students, should contact the Admissions Office for specific information. Additional documents, testing, and a personal interview may be required. Home-school students will be considered for admission based on a complete review of their curriculum, test scores and other evidence that can be used to demonstrate their preparedness for college-level work. Other applicants who have not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development (GED) test scores or a high school equivalency examination (HSED).

1. Completion of the following 17 high school credits is minimal preparation and is required for admission consideration. Applicants are strongly recommended to take advanced courses beyond the required 17 high school credits. Students admitted on the basis of a high school equivalency diploma are considered to have fulfilled these minimum subject matter requirements.
 - i. Four credits of English.
 - ii. Three credits of mathematics, specifically algebra I, algebra II, and geometry. Alternative courses may be excepted on a case-by-case basis.
 - iii. Three credits of natural science with two credits from biology, chemistry, physics, earth science, or advanced courses in these disciplines.
 - iv. Three credits of social science (i.e., anthropology, economics, history [U.S. or world], political science [civics/government], psychology, or sociology).
 - v. Four academic credits from the above and/or in the fine arts, computer science, foreign language, or other academic areas.

Transfer Students

Admissions Requirements

1. A completed UW System [application](#).
2. An official high school transcript if applicant has not earned an Associate's degree or higher from one of their transfer institutions.
3. All official college transcripts sent directly from the institution(s) attended to the UW-Superior Admissions Office. This includes transcripts for credit earned at the applicant's current institution and any previous institutions (including college credits earned while in high school).
4. A non-refundable application fee is required for anyone applying as a transfer student unless the student qualifies for an application fee waiver.
5. ACT/SAT scores (not generally required if applicant is at least 20 years old or has completed a minimum of 12 transferable credits).

International Students (Undergraduate)

Application Procedures and Requirements

UW-Superior welcomes applications from students from other countries. International students must complete an application for admission, provide evidence of English proficiency, and submit academic records, examination results and proof of sponsorship. Further information about the application process, required documents, and international student financial assistance/scholarships is available on the [UW-Superior international admissions website](#) (undergraduate programs) and [Graduate Studies website](#) (graduate programs).

Special Students

Admission Requirements

Special Students (Non-degree seeking) may take university courses without being admitted as degree-seeking students. This is useful for high school students starting early on college coursework and adults seeking specific credits to advance their careers or gain personal enrichment.

To be admitted as a Special Student, an applicant must be a current 9th-12th grade student, a high school graduate, or the holder of a GED.

Special students should be aware that they:

1. In most instances, cannot qualify for financial aid.
2. Cannot compete in intercollegiate athletics.
3. Can only earn up to 29 semester credits under this classification. Special exemptions may be made for students seeking certificates requiring more than 29 credits.
4. Can apply appropriate credits earned toward a degree.
5. Pay the same tuition and fees as a degree-seeking student.
6. Admitted students who wish to enroll must pay a \$100 enrollment deposit, as described in their letter of admission. This deposit will be applied to the costs of the first semester of attendance. High School Special Students and students enrolling through the [Center for Continuing Education](#) are exempt

from this.

Application Procedures

High school students must complete a UW System application available online at www.uwsuper.edu/admissions and submit a high school transcript to the Admissions Office.

Other applicants seeking to enroll as a special adult student must complete the UW System special (non-degree seeking) application available online at www.uwsuper.edu/admissions. There is no application fee.

Changing From Special to Degree-Seeking Status

Special students who elected to enter the institution as non degree-seeking students must follow the admissions criteria and application process outlined by the Admissions Office for an incoming transfer student. Students are encouraged to contact the Admissions Office for assistance through this process.

Special Auditing Students

Students may audit courses in which they will not receive credit nor a grade. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes. Information regarding costs of auditing courses can be found online at www.uwsuper.edu/bursar/fees.

Application Procedures: Submit UW-Superior [Adult Application](#) and indicate wish to audit courses and include registration for the classes they wish to audit. Auditors who are eligible for Social Security Disability must provide the eligibility documentation to [Educational Success Center](#).

Continuing Education Special Students

Prospective, non-degree seeking students can enroll as "Special Students" in the Center for Continuing Education's credit programming by completing the Academic Credit Class Enrollment form prior to the start of each semester. These forms can be submitted via email to conted@uwsuper.edu or in-person. Continuing Education Special Students are not eligible for financial aid. If Continuing Education Special Students request to become degree seeking, they will be required to formally apply to the university through the UW-Superior Admissions Office.

High School College Credit Special Students

Admissions Requirements

High school students at public and private high schools in Wisconsin can earn college credit while still in high school through the **Early College Credit Program (ECCP)**. A student selected for the program may be permitted to enroll at UW-Superior to take one or more courses for which the student may earn high school credit, post-secondary credit, or both. Under ECCP, the costs of the courses are shared among the institute of higher education, the school district or private school, the state, and in some cases the student's family.

High school students who wish to earn college credit outside of the Early College Credit Program will be assessed all tuition and associated fees.

UW-Superior welcomes high school students and will attempt to accommodate them if they meet admission requirements and if there is space available in the desired courses. School district approval as an ECCP student will not guarantee admission to UW-Superior or enrollment in desired courses.

Application Procedures

To be considered for admission as a high school student, applicants must submit to the Admissions Office the following:

1. A completed UW System application for admission which is available online at www.uwsuper.edu/apply.
2. An official transcript of all high school credit completed as of the end of the prior semester. This transcript should indicate current class rank if available. A transcript is only considered official if received in a sealed envelope from the high school or sent electronically directly to UW-Superior through an official electronic exchange platform.
3. Results of the ACT are desirable, but not mandatory.

Admission to UW-Superior as a high school student is subject to course, program and institutional enrollment limits, and to admission requirements as authorized by the Board of Regents. Generally, a high school student should have a GPA of 3.0 to be considered for admission.

High school special students should be aware of the following:

1. Course enrollment priority will be given to UW-Superior's degree-seeking students.
2. If admitted to UW-Superior, the Center for Continuing Education will inform high school students the procedures for registering for classes. Before registering for university courses, ECCP students must submit proof that the proposed coursework has been approved by the school administration.
3. High school students will be subject to UW-Superior codes of conduct and academic policies.
4. All coursework taken by high school students will be recorded and transcribed as post-secondary credit. It is the responsibility of the student and the school board to determine whether the coursework may also satisfy high school credit requirements.
5. Course selection is dependent upon appropriate high school preparation, course prerequisites and, in some cases, consent of the instructor.

Advanced Placement

High School seniors who have completed college-level courses through the College Board's Advanced Placement Program may take the appropriate

examination administered by the Educational Testing Service and have their scores, test papers and reports sent to UW-Superior. The university has approved the granting of credit for Advanced Placement in a number of areas. Further information is available by [contacting the Admissions Office](#).

Project Lead the Way

High school students who have completed [Project Lead the Way courses](#) may be eligible for college credit.

Career Services

- [Mission Statement](#)
- [What We Do](#)
- [Events](#)
- [Handshake](#)
- [Career Closet](#)
- [Career Services Contact Information](#)

Mission Statement

[Career Services](#), in partnership with faculty, staff, community organizations, and employers, provides students and alumni with opportunities and resources to identify career goals and develop life-long career development skills.

What We Do

- **Counsel** students in the exploration, development, and implementation of their major and career plans. (Career plans can include graduate and professional school, academic and volunteer services, and/or employment activities).
- Provide **Career Assessments** to students and alumni to help them identify their strengths, interests, skills, values, and personality traits in order to make educated career and life choices.
- **Teach** career success strategies for successful transition from college to career.
- **Provide and Maintain Online Resources** to serve online and on-campus students.
- **Connect** students and alumni to the community and employers by providing a web-based recruiting system of postings for internship, volunteer, part-time, and full-time opportunities.
- Provide a **Network of Professionals** to students and alumni by coordinating programming, resources, and events which offer opportunities for alumni and friends to connect with the university.

Events

[Career Services](#) offers a variety of professional events throughout the year to provide students with opportunities and resources to identify and develop life-long career management skills and assist in the transition from college to career. These events include, but are not limited to:

- Networking Socials
- Mock Interviews
- Head of the Lakes Job and Internship Fair
- 'Jacket Fest
- On-campus Recruiting
- Career Development Presentations
- Etiquette Dinners
- Majors & Minors Fair

One-On-One appointments with a Career Services staff member include, but are not limited to:

- Career Counseling
- Resume, Cover Letter, and Personal Statement Review
- Job & Internship Search Assistance
- Career and Major Exploration
- Interview Preparation
- Handshake Assistance
- Graduate School Counseling
- Networking and LinkedIn Support
- Career Closet
- Job Fair Preparation
- Career and Personality Assessments

Handshake

Handshake is a repository of job, internship, and volunteer opportunities, as well as a portal where students can upload and manage job search materials. This specialized search program is catered to the degree programs at UW-Superior. Students and alumni have access to tens of thousands of on and off-campus jobs, internships, and volunteer opportunities from UW-Superior to around the world. Handshake also allows students and alumni to network, find and register for career events, and schedule appointments with campus offices.

Career Closet

[Career Services](#) provides a closet of professional and business clothing donated by community members and local businesses. This service is available to students at no charge, and students may keep the clothing they choose.

Career Services Contact Information

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

Cashier (Bursar)

- [Mission Statement](#)
- [Semester Costs](#)
- [Online Courses](#)
- [Residency Status](#)
- [Minnesota Students](#)
- [Fees](#)
- [Lab Fees](#)
- [Paying Fees](#)
- [Payment Location](#)
- [Deadline](#)
- [Billing and Payment](#)
- [Terms and Conditions of Fee Payment](#)
- [Fee Payment Options for Fall and Spring Terms*](#)
- [Late Payment Fees](#)
- [Refund of Fees](#)
- [Miscellaneous Fees](#)
- [Tuition](#)
- [Room and Board, Residence Hall Deposit](#)
- [Returned Checks and Delinquent Accounts](#)
- [Extenuating Circumstance Petitions](#)
- [Tuition Plateau](#)
- [Bursar/Cashier's Office Contact Information](#)

Mission Statement

The [Bursar/Cashier's Office](#) provides a centralized, automated revenue receipting system that includes collection of payments for tuition, fees, books, room, board and miscellaneous charges, and acts as a deposit service for campus department revenue. The Bursar/Cashier's Office also posts all financial aid loans, grants and scholarships, and disburses refunds. They are committed to satisfying their customer's needs to the best of their ability. They will respond to all requests with courtesy, accuracy, and prompt service.

Semester Costs

Undergraduate and graduate fees are set by the University of Wisconsin System Board of Regents and are subject to change without notice. The amount includes tuition and segregated fees. However, it does not include meals, housing, lab and material fees charged in some courses, or the miscellaneous fees listed elsewhere in this section of the catalog.

The fees listed below are for one semester, full-time undergraduate students. They are for comparison purposes only because we must prepare this catalog in advance. All tuition, fees and other charges are expected to change yearly. For current tuition and fee listings, please visit the [Bursar/Cashier's Office](#).

Tuition and Fee Estimate for Fall Semester 2019

WI Resident: \$4,066

Minnesota Resident: \$4,446

Non-resident: \$7,853

Online Courses

Tuition for online (Internet-based) classes vary by program. Online classes are charged separately from "traditional" classes; therefore, they are not included in the undergraduate 12-18 credit tuition plateau.

For current semester costs, prospective students should refer to the [Fee Schedule, Payment Information and Due Dates](#) available on the [Bursar/Cashier's Office](#).

Residency Status

Wisconsin requires payment of nonresident tuition by students who are residents of states other than Wisconsin. For undergraduate students, residency status is determined at the time of admission. Residency status of graduate students is determined during the admission process to the [Graduate Studies](#) program.

A student's original resident status remains in effect unless the student requests and is granted reclassification. To learn more about residency and reclassification, see the [Registrar's Office section of this catalog](#).

Minnesota Students

The Minnesota-Wisconsin Reciprocity Agreement enables Minnesota residents attending UW-Superior to pay the same tuition rate they would pay at a similar state institution in Minnesota. This offers a substantial savings over the nonresident fee.

To take part in this program, Minnesota students must file for and receive reciprocity before the end of their first semester of enrollment. We recommend students file for reciprocity before the semester starts or as early as possible. It is the student's responsibility to apply for reciprocity. Failure to apply for and receive reciprocity will cause the student to be liable for paying nonresident tuition and fees.

The Minnesota Higher Education Services Office requests that students apply for Minnesota Reciprocity online from any internet access computer at: <https://www.ohe.state.mn.us/>

Questions about eligibility, the application process, or technical assistance should be directed to the Minnesota Education Services Office at [800-657-3866](tel:800-657-3866).

Fees

Auditing Classes Credit Fee Policy

Any course fees or field trip expenses are the responsibility of each student.

1. Wisconsin residents age 60 or older (as of the first day of classes) will have the normal academic fees waived. All other senior citizens will pay a percentage of the per-credit academic fee based on residency (see #6 below).
2. Disabled Wisconsin residents who are receiving disability benefits under either Supplemental Security Income (SSI) program or federal Social Security Disability Insurance (SSDI) program will have the normal academic fees waived.
3. Students taking courses for credit who are also auditing a course will pay full academic fees, just as if all courses were for credit. For example, a student who is taking two three-credit courses for credit and auditing another three-credit course will pay the fees for nine credits, including segregated fees.
4. Audit-only students have the option to pay segregated fees if access to segregated fee-funded services is desired. If segregated fees are not paid, access for audit-only students is limited to the library and non-segregated fee-funded activities of the student union.
5. All auditing students will be charged lab fees and any special course fees.
6. Audit-only students will pay a percentage of the per-credit academic fee based on residency:
 - Wisconsin residents under age 60 pay 30 percent of academic fees (rounded).
 - Nonresidents pay 50 percent of academic fees and nonresident tuition (rounded).
 - Minnesota residents pay 30 percent of academic fees and reciprocity fee (rounded). Minnesota residents must apply for and receive reciprocity from the State of Minnesota. If they do not receive reciprocity, they will be considered the same as nonresidents and will pay according to that schedule.

Lab Fees

Lab fees and where they must be paid are listed in the [Class Schedule](#). Some lab fees are added to the student's academic fee bill and are payable at the Bursar/Cashier's Office. Other lab fees require payment at the first class meeting and are paid directly to the vendor conducting the class.

Miscellaneous Fees

- **Add Fee** - A \$20 fee must accompany any late add that occurs during the last week of classes or thereafter.
- **Admission Fee** - A \$50 fee must accompany each application for admission to an undergraduate program. A \$56 must accompany each application for admission to a graduate program.
- **Senior Fee** - A \$50 senior fee will be assessed to all degree-seeking **undergraduate students** who are senior status (84 or more credits). This fee is assessed one time per student, per degree.
- **Graduation Fee** - A \$50 graduation fee will be assessed to all degree-seeking **graduate students** once 22 graduate-level credits have been earned. This fee is assessed one time per student, per degree.
- **Parking Permit** - A parking permit is required to park in university lots. Permits may be purchased at [Parking Services](#) located at Catlin Avenue and Belknap Street.
- **Drop Fee** - A drop fee of \$20 will be assessed for each transaction (independent of number of credits) processed after the second week of classes.
- **Withdrawal Fee** - A withdrawal fee of \$50 will be charged to students who withdraw after the semester begins and during the refund period. Students who are de-registered for nonpayment after the semester begins also will be charged \$50.
- **Re-registration Fee** - A \$25 re-registration fee will be charged to all students who are de-registered for nonpayment, petition for re-admittance, and are allowed back into classes.
- **Late Payments Fees** - A \$75 late payment fee will be charged if the required down payment is not made by the end of the first week of school. This will be pro-rated for part-time students.
- **New Student Orientation Fee** - An orientation fee will be assessed to all new freshmen and transfer students.

All fees are subject to change.

Paying Fees

Current information should be obtained by referring to the [Fee Schedule and Payment Information and Due Dates](#) published each semester. A Schedule of Student Fees is also available in the Bursar/Cashier's Office, Old Main, Room 136, before each semester begins.

Payment Location

Fees can be paid at the [Bursar/Cashier's Office](#), Old Main, Room 136. Fees can also be paid by mail or dropped in the Night Depository slot outside Old Main, Room 136.

Deadline

The exact due dates can be found in the Fee Payment Information published each semester. Failure to comply with these due dates may cause registration to be canceled. This includes students receiving financial aid.

Financial aid may be used to meet the minimum payment due as long as financial aid recipients have completed all necessary requirements to have the aid disbursed by the payment deadline.

Billing and Payment

The university has adopted electronic billing, therefore, no billing statements will be mailed to students. Billing statements for Fall Semester will be available for viewing or printing through My [E-Hive](#) on or shortly after August 1 and for Spring Semester after January 1. Students unable to access the My E-Hive portal should contact the [Technology Help Desk](#) at 715-394-8300 or 1-800-806-2890 for login and password assistance. The Bursar/Cashier's Office will send an e-mail reminder to all registered students' university e-mail accounts informing them to view their bills prior to the payment due date. Failure to access bills online will not excuse any payment due dates or late payment fees.

Terms and Conditions of Fee Payment

Before class registration new students will review and accept the terms and conditions of fee payment. This is our confirmation that you actually plan to attend and agree to the terms and conditions of fee payment. Failure to agree to the terms and conditions of fee payment will prevent registration.

Fee Payment Options for Fall and Spring Terms*

The following options are being reviewed and are subject to change. Please visit the Bursar/Cashier's Office for up-to-date payment options.

Tuition is due in full on or before the fifth day of classes. UW-Superior, at its discretion, will extend credit to students unable to pay the tuition in full by the fifth day of classes. Students are not required to sign up for the installment plan. If you plan on participation in the installment plan, make a \$100 minimum down payment by the fifth day of classes. Failure to pay the minimum \$100 by the fifth day will result in a \$75 late payment fee and may result in deregistration from classes.

The installment plan has two options:

Option 1: Partial Payment Without a Service Charge

Make a \$100 down payment on or before the fifth day of classes and pay the balance before the twenty fifth day of the term. This date is published on the [Bursar/Cashier's Office Calendar](#) as the first installment date.

Option 2: Partial Payment With a Service Charge

Make a \$100 down payment on or before the fifth day of classes and pay balance in two installments; half by the twenty fifth day of the term and the balance by the forty fifth day of the term. **A service fee of 1.5% will be assessed on the unpaid balance after this date.**

All students are assumed to be on the partial payment plan when they sign the terms and conditions form and until all fees are paid in full.

Failure to pay the balance by the forty fifth day of the term will result in a registration hold.

Financial aid recipients must complete the necessary requirements for the [Financial Aid Office](#) by the due dates set in order to use financial aid for the \$100 down payment. Billing dates for the remaining payments will be published on the [Bursar/Cashier's Office Calendar](#).

Use of the partial payment plan does not imply that a student can withdraw from school and be excused from the remaining payment for the semester. This plan merely defers portions of the fees to be paid later in the term. If a student withdraws after the refund period ends in the fourth week, fees must be paid in full. A withdrawal fee of \$50 will be charged all students who withdraw after the semester begins and during the refund period. Students who are deregistered for non-payment after the semester begins will also be charged \$50. Terms and conditions are subject to change without notice.

Late Payment Fees

All students are required to make the down payment by the end of the first week of classes. After that, a late payment fee of \$75 will be assessed to full-time students (prorated for part-time students) in the second session week and thereafter. Deregistration may be considered in the fourth session week for students who have not made payment.

Refund of Fees

UW-Superior has partnered with BankMobile to deliver your financial aid or fee refunds.

View more information about [BankMobile](#).

Refunds result from financial aid disbursements in excess of the balance due and withdrawals during the refund period in excess of payments.

Refunds of less than \$5 will not be processed.

For detailed refund process information, please visit the [Bursar/Cashier's Office](#) website.

Miscellaneous Fees

Miscellaneous refunds are made if the department assessing the fee requests the Bursar/Cashier's Office to process a refund. If you believe you are entitled to a refund of a miscellaneous fee, check with the department assessing the fee.

Tuition

Tuition refunds may be made as a result of withdrawal from the university or reduction in the number of enrolled credits. Refunds are pro-rated according to the following schedule:

Fee refund schedule for withdrawals and class drops below full time for full-term courses (excluding summer session):

- First and second week 100 percent refund
- Third and fourth week 50 percent refund
- Thereafter 0 percent refund

Students who withdraw or drop are often required to repay a portion of their financial aid. Please check with the [Financial Aid Office](#) for advisement if you are withdrawing.

Official withdrawal forms are available in the [Registrar's Office](#), Old Main, Room 139. Students are considered enrolled unless an official withdrawal card is on file. Refunds are based on the date of withdrawal. The date of withdrawal is determined by the Registrar's Office when the proper withdrawal form is filed in the Registrar's Office.

Official Drop/Add forms are available in the [Registrar's Office - Forms](#), Old Main, Room 139. During the 100-percent refund period, a student who adds and drops credits shall be assessed additional fees or receive a refund based on the net result of those adds and drops. After the 100-percent refund period (starting with the third week), students will be assessed for all adds and drops. A drop fee of \$20 will be assessed for each transaction (independent of number of credits dropped) processed after the second week of classes.

Room and Board, Residence Hall Deposit

Housing and meal plan refunds are made on a weekly pro-rated basis. A session week is defined to end as of 11:59 p.m. each Saturday. Refunds are made in accordance with provisions found in the Housing Contract.

Returned Checks and Delinquent Accounts

A \$20 Non-Sufficient Funds charge will be added to all accounts for returned checks.

Extenuating Circumstance Petitions

This [petition form](#) is for students requesting waiver or refund of tuition and segregated fees. The members of the decision making Committee are appointed by the Chancellor according to the guidelines in FPPP44.

Any actions affecting academic record (transcript) must be petitioned through the Credits and Reinstatement Committee.

Tuition Plateau

In the fall and spring terms, undergraduate students enrolled between 12 and 18 credits and graduate students enrolled between 9 and 15 credits will not incur any additional tuition charges. In the summer term undergraduates enrolled between 6 and 9 credits will not incur any additional tuition charges. Lab and program fees are still assessed.

Bursar/Cashier's Office Contact Information

Bursar/Cashier's Office
University of Wisconsin - Superior
Old Main 136
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8505
Email: uwscashier@uwsuper.edu

Center for Academic Advising

- [Mission Statement](#)
- [Services Offered](#)
- [Shared Advising Structure](#)
- [Declaring or Changing a Major or Minor](#)
- [Vision Statement](#)
- [Academic Advising Definition](#)
- [Functions of the Center for Academic Advising](#)
- [Learning Outcomes](#)
- [Return to Superior: Degree Completion at UW-Superior](#)
- [ASSIST Program](#)
- [Center for Academic Advising Contact Information](#)

Mission Statement

The purpose of the [Center for Academic Advising](#) (the Center) is to contribute to student satisfaction, and thereby increase campus retention rates, through the offering of comprehensive advising services for undergraduate students.

The UW-Superior Center for Academic Advising's mission is to advocate for, support, and empower students to be successful and achieve their educational goals. It is also the Center's mission to collaborate with campus partners to ensure continuity of service and to provide the best educational experience for students.

Services Offered

The Center for Academic Advising provides comprehensive academic advising services to:

- Freshmen or sophomores in all majors
- Undeclared students regardless of year
- Students considering changing majors
- Students who are readmitted after suspension
- Individually designed majors and interdisciplinary studies majors
- Associate degree seeking students
- Non-degree seeking students

Additional services offered by the [Center for Academic Advising](#) include:

- Goal setting
- Course selection
- Policy clarification
- Academic success planning
- Individualized degree planning

The Center also serves as an academic advising information clearinghouse, general referral source, academic advisor training and development center, and academic policies and procedures consultant for UW-Superior faculty and departmental advisors and administrators.

Shared Advising Structure

UW-Superior utilizes a total intake advising model called the Shared Advising Model (SAM). All students are assigned two advisors who shift between primary and secondary roles. Generally, freshmen and sophomores are assigned to a primary, professional advisor in the Center for Academic Advising and a secondary, faculty advisor in their academic department (undeclared students will only have one primary, professional advisor until they declare). Specific relationships between the Center for Academic Advising and the academic departments are outlined in individual agreements held in the Center and the departments.

Professional advisors in the Center also serve students planning to change their majors, students with Interdisciplinary Studies (IDS) or Individually Designed Majors and Minors (IDM), new transfer students, and students readmitted after suspension. The Center assigns and re-assigns advisors, processes change of major and/or minor forms, and maintains advising data for the campus.

In addition to providing advising services to students, the Center for Academic Advising plays an essential role in campus-wide retention initiatives and advisor training and development. All new faculty and professional advisors participate in training hosted by the Center. The Center houses advising resources available to all campus advisors and hosts professional development events throughout the year.

UW-Superior subscribes to an appreciative advising philosophy and uses case management to ensure close, pro-active relationships with students. Advisors are expected to become partners on their advisees' academic journey, developing advisees' decision making skills, comfort level and abilities as a college student.

Declaring or Changing a Major or Minor

Each year, up to 1/3 of the new students arriving on campus enter the university as "undeclared." Other students declare a major and later change it - some change majors more than once. At UW-Superior that's OK! The undeclared major is the ideal place to explore topics, new ideas, and professions all while earning credits toward your degree and being connected to the campus community. As your knowledge and experience grows, you will find a major that fits your needs and interests. Your professional academic advisor is available to assist you if you need help making the decision. When you are ready to declare your major, or if you wish to change your major, you may do so online at www.uwsuper.edu/advise/forms.

Vision Statement

The vision of the Center for Academic Advising is to ensure that academic advising is a full partner in integrated, collaborative, comprehensive, and systemic campus-wide retention initiatives.

Academic Advising Definition

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (NACADA, 2004)

Academic advising is a collaborative experience in which students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps to achieve students' personal, academic, and professional goals. This partnership requires the participation and engagement of both the advisor and the student throughout the duration of the student's educational experience at the university. Both the student and the advisor have clear responsibilities for ensuring the advising partnership is successful (NACADA, 2004).

NACADA. (2004). NACADA statement of core values of academic advising.

Functions of the Center for Academic Advising

Individual student appointments

Professional academic advisors in the Center work with online and on-campus freshmen, sophomores, undeclared, readmitted, transfer, and special students to explore their interests, skills, and values as they complete their university studies coursework, program admission requirements, prerequisites, and declare a major.

Advisor assignments

The Center manages primary and secondary advisor assignments for all undergraduate students. Students can find their advisor assignment in their E-Hive Student Center. Students who see "Assigned, Staff" for their advisor assignment should contact the Center.

Primary advisors are notified via e-mail when a new student has been added to their roster. Advisors are asked to reach out to their new advisee(s) to introduce themselves and provide instructions for setting up an appointment.

Administering major, minor, degree, catalog year, and advisor changes

The Center processes requests for major, minor, degree, catalog year, and advisor changes from undergraduate students. Forms to request a change can be found on the Center for Academic Advising website under "[Advising Forms](#)." Requests are processed within three to five business days and a confirmation e-mail is sent to students when the request has been processed.

Consultation and professional development for advisors across campus

The Center staff are available to departments for consultation and to provide orientation and development opportunities and resources regarding advising best practices and policies.

Advising holds

The University places enrollment holds on student accounts each semester to ensure that all undergraduate students discuss their course selections with their advisors prior to registration. Once the student has met with the advisor and had the course selections approved, the advisor will lift the enrollment hold. This allows the student to register for classes on or after their enrollment appointment.

Who advises?

Faculty Advisors are central to UW-Superior's academic advising structure. All The Board of Regents of the University of Wisconsin System, 190 of 226

the new advisor training assume academic advising responsibilities. Faculty primarily advise juniors, seniors, and students admitted to specific academic programs. Faculty advisors also act as mentors and secondary advisors for freshmen and sophomores.

Professional Academic Advisors in the Center for Academic Advising work primarily with freshmen, sophomore, undeclared, readmitted, transfer, and non-degree seeking students. Additionally, the Center serves as a support resource to faculty advisors, facilitates advisor training and development, and plays a vital role in University retention efforts.

Key Academic Staff in departments such as the [Educational Success Center](#), [Center for Continuing Education](#), [Department of Education](#), and the [Department of Equity, Diversity and Inclusion](#) also advise special student populations, and are listed as co-advisors in addition to the professional and faculty advisors for the students that they serve.

You should always see your advisor ASAP for:

- Course troubles
- Dropping courses or withdrawing from the University
- Changing or declaring a major or minor

Learning Outcomes

The Center for Academic Advising's learning outcomes align with the University of Wisconsin's learning outcomes.

Communication

UW-Superior Learning Outcomes

1. Apply modes, styles, and conventions of communication appropriate to the students' work and their audience
2. Identify the essential components of a work/presentation and describe their relationship to each other and to the broader context
3. Clearly express themselves to achieve a purpose
4. Civilly engage in an exchange of ideas integrating diverse perspectives

Advising Learning Outcomes

1. Knowledge of technological resources and campus learning systems
 - a. Ability to find information and register for courses in E-Hive
 - b. Ability to login and find course information in Learn@UW-Superior
 - c. Ability to login to student email account
 - d. Understanding of the importance of email as the official communication system of the Center for Academic Advising and UW-Superior

Individual and Social Responsibility

UW-Superior Learning Outcomes

1. Engage in thoughtful analysis that fosters well-being and holistic self-development
2. Articulate their roles and responsibilities in a global community
3. Practice healthy interdependence and mutual respect for others through teamwork
4. Demonstrate informed civic engagement, including intercultural competence as a dimension of the experience
5. Apply ethical reasoning in their academic and community learning experiences

Advising Learning Outcomes

1. Ability to set realistic personal, academic, and professional goals
2. Knowledge and understanding of university policy and procedures
3. Understanding of the purpose of higher education, liberal arts, and university studies requirements
4. Knowledge of campus resources and how to effectively utilize them to achieve personal, academic, and professional goals

Creative and Critical Thinking

UW-Superior Learning Outcomes

1. Articulate important theories, questions, theories, and creative processes
2. Analyze information to answer specific questions
3. Evaluate assumptions and biases associated with a project, practice, or process
4. Consider multiple, diverse, and global perspectives to answer important questions or produce original work
5. Use evidence to reach and present innovative conclusions or produce original work

Advising Learning Outcomes

1. Understanding of degree progress using advising reports in E-Hive
2. Ability to make effective decisions in regard to academic and career goals
3. Ability to accept responsibility for personal and academic decisions

Return to Superior: Degree Completion at UW-Superior

Return to Superior: Degree Completion at UW-Superior

Research shows* that college graduates earn more money and are more satisfied with their jobs compared to those without a college education. That's been especially true throughout the Great Recession and the recovery: those with the most education have the lowest unemployment rates and the highest income, but it's not just about the money. It's about expanding your mind and your horizons. It's about finishing something you started. It's about showing the world, and yourself, what you can do. No matter what led you to pause your education, what matters most now is your desire to move forward. So take the next step: Return to UW-Superior.

Return to UW-Superior is a program designed to help students who wish to complete a degree after an extended period of time away from school. Students work with a professional academic advisor to develop a degree plan that incorporates previously earned credits into a path to graduation.

Here's how to get started:

- Contact your [Return to Superior](#) Coordinator
- Decide your field of study, and whether you'll enroll on-campus or online
- Submit a [Reentry Application](#)**
- Send your official transcripts, if you completed any course work outside of UW-Superior
- Register for classes with an advisor

*Research by Georgetown University's Center on Education and the Workforce

**Students who left UW-Superior on academic suspension will also need to file for reinstatement if planning on returning for Fall or Spring semesters. Complete a [Petition for Reinstatement](#) and return to the Registrar's Office.

ASSIST Program

ASSIST (Academic Student Support Intervention for Success and Transition) is designed to be a collaborative tool that enables seamless communication between students, academic advisors, and faculty. ASSIST is used by faculty, instructional staff, and other teaching staff to inform professional academic advisors about students who may need additional support. Faculty, instructional staff, adjunct, and other teaching staff may access this tool by logging in to E-Hive, opening their course roster, and clicking on the yellow yield sign with an exclamation point in the center next to the name of the student they are concerned about. This will open a new page where information about student progress may be submitted. This generates an alert that will be received by the students' professional academic advisor. Professional advisors in the [Center for Academic Advising](#) or in academic departments (Teacher Education, for instance) follow up on these alerts by reaching out to students, discussions options, and offering additional support.

Professional Academic Advisors: Respond to alerts for primary and secondary advisees,

Faculty, Instructional Staff, Adjuncts, and other teaching professionals: Create alerts for students who require intervention.

Center for Academic Advising Contact Information

Center for Academic Advising
University of Wisconsin - Superior
Old Main 134/135
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8515
Email: advise@uwsuper.edu
Office Hours:
M-F 7:45am - 4:30pm

Educational Success Center

- [Mission Statement](#)
- [Student Support Services](#)
- [Bridge Program](#)
- [Tutoring Services](#)
- [Disability Support Services](#)
- [Testing Services](#)
- [Developmental Education and Instruction](#)
- [Specialty Services](#)
- [TRIO Programs](#)
 - [Upward Bound](#)
 - [McNair Scholars Program](#)
- [Educational Success Center Contact Information](#)

Mission Statement

The mission of the [Educational Success Center](#) (ESC) is to support UW-Superior students by providing resources and advocacy to foster academic success, enhance student retention, and promote graduation.

The Educational Success Center (ESC) upholds this mission by supporting students in acquiring the knowledge, skills, and mindset necessary for achieving their educational goals. ESC assists students in the following ways: making a successful transition into, through, and out of the university; developing the academic skills needed to take full advantage of educational opportunities; cultivating the mindset and habits that promote commitment and perseverance; and encouraging every student to develop the commitment and motivation to learn.

ESC provides all UW-Superior students FREE academic services and programs. However, some programs, e.g. Student Support Services, Disability Support Services and the Bridge Program have eligibility requirements (as described below) and additional services will be provided within those programs. The Educational Success Center is located in Swenson Hall 1024/1025.

Student Support Services

TRIO Student Support Services (SSS) is a federally funded program by the Department of Education designed to serve students who meet federal family income guidelines, who are first generation college students (neither parent(s) nor guardian(s) has earned a four-year college degree), and/or who have documented disabilities. View the [Eligibility Requirements](#).

In order to participate in the TRIO SSS Program, students MUST meet one or more of the three eligibility criteria outlined above. Some of the additional services TRIO SSS provides to eligible participants are academic advisement, educational workshops and seminars, graduate school preparation, grand aid scholarships, mentoring program, and various social and cultural events.

The goal of TRIO Student Support Services is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. TRIO SSS provides opportunities for academic development, assist students with basic college requirements, and serves to motivate students to successfully complete their postsecondary education.

TRIO Student Support Services Grant Aid/Scholarship

Each year TRIO SSS awards over \$30,000 in Grant-Aid/Scholarships to its eligible participants to help with education costs at UW-Superior. Priority will be given to:

- Students who are enrolled and remained active in the TRIO SSS program.
- Students who have demonstrated progressive academic achievement toward graduation.
- Students who receive Federal Pell Grants, determined by the [Financial Aid Office](#).

To apply, please visit the TRIO Student Support Services website for more information, www.uwsuper.edu/sss.

Bridge Program

The Bridge Program at UW-Superior is offered annually. Participating students enroll in a full-time load of courses (12-15 credits) with relevant courses that meet university requirements, but with additional resources to support their academic success. In this program students have the advantage of a supportive learning community that includes structured academic support services. All Bridge students are required to enroll in a Collegiate Study Skills course and to attend regularly-scheduled tutoring and study sessions that support their coursework.

The mission of the Bridge program at UW-Superior serves students who would benefit from additional academic support during their first semester of enrollment at UW-Superior. The program provides additional structure and resources to participating students in order to facilitate or "bridge" their successful transition to the college academic environment.

Tutoring Services

The Academic Support Center and Math Lab are located in the Educational Success Center in Swenson Hall 1024/1025. We also offer 24/7 online tutoring. All tutoring services are FREE to currently enrolled UW-Superior students. The Educational Success Center employs nearly 40 students per semester as tutors in our labs. Tutors provide one-on-one group tutoring in math, study skill strategies, and other content areas.

Both the ASC and Math Lab are staffed by student tutors who receive extensive training. Student tutors also have opportunities to further refine their skills through enrollment in tutoring practicums (IDS 305 or MTHED 305).

Academic Support Center: Swenson Hall 1025

The [Academic Support Center \(ASC\)](#) is a content area tutoring lab that offers students the opportunity to work with talented students who know what it takes to succeed in the classroom. Trained peer tutors offer day and evening assistance in a host of student-to-student services including one-on-one tutoring.

The ASC offers a quiet study area and 14 computers for student-use. All ASC services are FREE to current UW-Superior students. If we don't have a content area tutor you are looking for, just ask us! We can find a tutor for almost any subject.

The ASC is open 8:00 a.m.- 6:00 p.m. Monday to Thursday and 8:00 a.m.- 4:00 p.m. on Fridays. The ASC has evening hours; please check signs for more details.

Math Lab: Swenson Hall 1024

The Math Lab provides students with free math tutoring in subjects ranging from MATH 090 (Fundamentals of Mathematics) to Math 240 (Calculus I). Assistance for other higher-level math courses, as well as computer science courses, may also be available. Students are welcome during open hours to stop by and work with peer tutors individually or as a group to obtain clarification on important math concepts.

The Math Lab offers day and evening assistance through trained peer tutors, One-on-One math tutor, a quiet study area, textbooks from every math course through Calculus I available for student use in the lab, and daily calculator rentals.

The Math Lab is open 8:00 a.m.- 4:30 p.m. Monday to Thursday and 8:00 a.m.- 4:00 p.m. on Fridays.

24/7 Online Tutoring

Online tutoring services are available to both on campus and distance learning students through Brainfuse. Students can log on free of charge with their UW-Superior credentials online at www.uwsuper.edu/support. For more information about online tutoring services, please call [715-394-8090](tel:715-394-8090) or email support@uwsuper.edu.

**Please [contact us](#) about Summer Tutoring Services Hours.*

Disability Support Services

[Disability Support Services \(DSS\)](#) staff are committed to provide reasonable accommodations for students covered by the [Americans with Disabilities Act](#). Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability against persons in any program or activity receiving or benefiting from federal funds. Section 504 and the [Americans with Disabilities Act](#) also require these institutions to make reasonable accommodations for students with disabilities. These mandates apply to documented learning, physical, sensory, and psychiatric disabilities.

The Disability Support Services Coordinator serves as a liaison for students with disabilities, and coordinates reasonable accommodation requests. To become eligible for accommodations, interested students must:

1. Complete the intake form available for first-time users at uwsuper.edu/dr
2. Send Medical and/or Mental Health Provider form (which comes via an automated email after completing step #1) to your provider.
3. You will complete a semester-specific request form since accommodations are often linked to your academics.
4. Once steps 1 & 2 are complete, DSS will send notification letters to you and your semester faculty.

Testing Services

The UW-Superior Testing Services is located in Swenson Hall 1025. It offers UW Placement exams, Disability Testing Accommodation, and ACT/SAT Exams. Please visit the [Testing Center](#) for additional information, call [715-394-8110](tel:715-394-8110).

Placement Testing

[View information on placement testing.](#)

Students and prospective students can schedule a placement test online by reading through [instructions](#).

Developmental Education and Instruction

ESC offers a variety of fundamental courses to help students with their transition to UW-Superior. These courses teach study skills, time management skills, and prepare students for success in higher level courses. These courses include:

- IDS 095: Collegiate Study Skills -- 1.00 - 3.00 credits
- IDS 305: Tutoring Practicum -- 1.00 - 3.00 credits
- MATH 090: Fundamentals of Mathematics -- 3.00 credits
- Educational Workshops and Seminars
- Supplemental Instruction (SI)*

Supplemental Instruction

*Supplemental Instruction (SI) is a FREE service offered to students in a select number of courses each semester. Participation is voluntary, but all students enrolled in the applicable courses are strongly encouraged to attend SI sessions. SI provides regularly scheduled review sessions of course material outside of the classrooms. SI review sessions are peer-led, informal seminars in which students compare notes, discuss readings, predict test items, and develop tools for effective organization.

Specialty Services

The [Educational Success Center](#) is here to assist all UW-Superior students in cases of homelessness and to help coordinate confidentially the resources you need. If you, as a student, are currently without a safe place to live or are in danger of losing your housing, please [contact the Educational Success Center](#) immediately.

If you have any questions about these or other services or know of other resources that should be listed or corrected, please [contact us](#).

TRiO Programs

Upward Bound

[Upward Bound](#) is a federally funded program created in 1964 to identify and assist promising high school students who face barriers to completing high school and enrolling in a post-secondary institution. Over the past 50 years, more than 818 Upward Bound programs across the nation have helped hundreds of thousands of young people. The University of Wisconsin-Superior is one of 14 Upward Bound programs in Wisconsin providing support services to high potential students who would be unlikely to pursue higher education without extra support. Upward Bound provides that support at no cost to the families or the school district.

McNair Scholars Program

The [McNair Scholars Program](#) prepares income eligible, first generation college students and students from groups underrepresented in graduate education for doctoral study. Each year, 25 students are chosen to participate in the program's activities, which include seminars, cultural events, graduate school visits, and more. During the summer, 12 scholars participate in a paid individual research experience, working collaboratively with a faculty mentor on a project of interest to the student. Program participants also receive GRE preparation instruction and help in the graduate school application process.

Educational Success Center Contact Information

Educational Success Center
University of Wisconsin - Superior
Swenson Hall 1025
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8090
Email: esc@uwsuper.edu

Financial Aid

- [About Financial Aid](#)
- [Educational Costs](#)
- [Satisfactory Academic Progress Policy](#)
- [Financial Aid Office Contact Information](#)

About Financial Aid

UW-Superior offers a variety of financial aid programs to assist students with their educational goals. During the 2017-2018 aid year approximately \$19.7 million was awarded through federal, state and university sources to provide scholarships, grants, loans, and waivers, along with work study earned, to undergraduate students. Specific information can be found at www.uwsuper.edu/finaid

Financial aid is available to most students and limited to educational costs. These costs include fees, tuition, books and supplies, room and board, transportation, and miscellaneous personal expenses. To receive financial aid, a student must complete the Free Application for Federal Student Aid, commonly called FAFSA, at www.fafsa.ed.gov.

Students whose aid applications are finalized by the financial aid priority date will receive the first consideration for aid. Aid applications completed after the priority date will receive aid packages as funds are available. Students must re-apply each year.

To be eligible for most financial aid, students must be enrolled as a degree-seeking or teacher certification student at least half time; this is six credits per semester for undergraduates. They also must maintain satisfactory academic progress and comply with Selective Service registration, among other requirements.

Students enrolled less than half time may be eligible for financial aid on a limited basis according to current regulations. Students should be aware that satisfactory academic progress for financial aid differs from academic standards for enrollment in the university.

Grants, scholarships and fellowships that exceed the cost of tuition, fees, books and required educational equipment and supplies are considered to be taxable income and you may be required to pay taxes on it. For additional information contact a tax advisor.

Educational Costs

These are estimated costs used by the Financial Aid Office to determine financial need for each academic year. Actual current costs are available from the UW-Superior [Bursar/Cashier's Office](#) located in Old Main, Room 136. Estimated tuition, fees, housing and meals costs for 2019-2020.

Tuition and Fees

(Based on full-time, on-campus enrollment September-May):

- Wisconsin Resident Tuition and Fees: \$8,132
- Minnesota Reciprocity Tuition and Fees: \$8,892
- Nonresident Tuition and Fees: \$15,706

Indirect Educational Costs

(Individual circumstances affect these costs. [Contact the Financial Aid Office](#)):

- Books and Supplies: \$970
- Off or On-Campus Room/Board: \$7,280
- Travel: \$1,280
- Miscellaneous Personal: \$1,800

Satisfactory Academic Progress Policy

All students must maintain Satisfactory Academic Progress (SAP) toward a degree to receive financial aid, including loans. Failure to maintain satisfactory progress will result in the student having his/her financial aid suspended. All periods of enrollment, including those in which a student does not receive financial aid, are assessed. A student who has been suspended by the financial aid office may file a petition to have his/her financial aid reinstated (see Appeal Procedure below).

The UW-Superior SAP Policy has two components, Grade Point Average (GPA) and Pace of Completion. Both GPA and Pace of Completion are reviewed at the end of Summer College for the purpose of Title IV aid and if the student does not meet both components **at that time**, they are placed on Financial Aid Suspension. The Financial Aid Office monitors SAP annually, at the end of Summer College only. The Financial Aid Office will notify students if they have not met SAP. Those students may file a Petition for Financial Aid Reinstatement with the Financial Aid Office.

Transfer students are assumed to be making satisfactory progress upon entering UW-Superior (i.e., financial aid suspension at another institution does not carry forward).

The obtaining of a degree, with the exception of an associate degree, automatically reinstates the student's eligibility for financial aid.

Grade Point Average Standards

Students are placed on financial aid suspension whenever their cumulative grade point average drops below 2.0 for undergraduates; 3.0 for graduates.

For SAP purposes, a repeated course grade does NOT replace the prior grade. **ALL** classes taken at UW-Superior are included when calculating cumulative GPA for SAP. Transfer credits included for GPA by the Registrar's Office are also included when calculating cumulative GPA for SAP.

Pace of Completion Standards

There are two components to Pace of Completion: Credits Attempted vs. Credits Earned, and Progression through Program.

Credits Attempted vs. Credits Earned

Attempted credits are: credits enrolled in on the census date, credits added after the census date, and posted transfer credits. Incompletes and drops with Withdraw (W) grades after the census date are counted as attempted credits. Remedial credits are counted as attempted credits. Financial aid may be received for remedial coursework only if it is required for degree. Repeated courses are counted as attempted credits as many times as the course is repeated. Only the most recent repeat of the course is counted as earned credits. Example: A student repeats a previously failed three credit class with a passing grade. Thus, the student has attempted six credits and earned three. If both attempts of the class result in two grades of "F", then the student has attempted six credits but earned zero credits. Financial aid may be received for repeat coursework as many times as necessary to pass the course, if SAP is met. Financial aid is allowed for only one repeat for a course in which a passing grade has previously been earned.

Credits attempted successfully are credits earned. The successful completion of credits attempted is credit for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, or IP is received, and all posted transfer credits. Unsuccessful completion of credits attempted is credit for which a grade of F or I is received. If an I is converted to a passing grade, it then counts as successful completion.

Suspension will occur when credits attempted vs. credits earned falls below 67%

Ex. Credits Earned/Credits Attempted = Pace of Completion (must be at or above 67%)

Progression Through Program (Maximum Timeframe)

Students may receive financial aid for no more than 150% of the published length of their currently enrolled academic program, measured in credits. For example, a student's current academic program is 120 credits. Financial aid may be received for no more than 180 credits, including transfer credits and regardless of changes in major or degree. When pursuing a second bachelor's degree, 60 credits will be disregarded from the calculation. When pursuing a second master's degree, 9 credits will be disregarded from the calculation.

A student who completes the academic requirements for a program but does not yet have the degree or certificate is not eligible for further financial aid for that program.

Appeal Procedure

Students who do not meet the above standards for GPA or Pace of Completion may appeal, due to mitigating circumstances including but not limited to: the death of a relative of the student, an injury or illness of the student, or other circumstances. A student has the right to submit a petition to the Financial Aid Reinstatement Committee explaining the circumstances that prevented the student from meeting the standards of the SAP Policy, why that will change, and how the student will again meet SAP. If the first petition is denied, the student may submit a second petition. If a second petition is denied, or a student chooses not to petition, they may regain eligibility by raising their cumulative percentage rate above 67, raising their GPA to the requirement, or by following the recommendation of the committee, if one is offered. There are no personal appeals and the decision of the Financial Aid Reinstatement Committee is final.

Students who successfully petition for financial aid reinstatement will be reinstated on Financial Aid Probation and given an Academic Plan, which will be monitored at the end of each enrollment period. If the Academic Plan is not met, Financial Aid Suspension will once again occur. Students who meet the conditions of their Academic Plan will remain on that plan until the required completion rate and/or GPA is met.

The Committee generally meets the week prior to the start of classes each term. Other meetings are scheduled on an as-needed basis. Students may contact the Financial Aid Office for current information on meeting times. The results from actions of the committee will be emailed to the student following the meeting. It is possible that the Committee may recommend a more aggressive Academic Plan for the student, which must be in place before aid will be reinstated.

Refunds and the "Return of Title IV Funds" Policy

According to Federal Regulation 34 CFR 668.22, when a recipient of Title IV grant or loan assistance withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date. There are two types of withdrawals: Official and Unofficial.

Official withdrawal dates are determined by the Registrar's Office based on the date the student submits their withdrawal.

An unofficial withdrawal occurs when a student receives an "XF" grade for the semester. The XF grade means the student did not complete the coursework and quit attending class during the semester but did not officially withdraw from the class. The last date of attendance is determined by the instructors and reported when they submit grades. If a last day of attendance cannot be otherwise determined, the student is assumed to have attended 50% of the enrollment period and Return of Title IV Funds is calculated based on that date.

Calculation 1:

- The Financial Aid Office (FAO) determines the amount of Title IV financial aid that has been disbursed to the student versus the amount of Title IV financial aid that could have been disbursed to the student. In most cases, the full amount of aid will have been disbursed. In the instance that aid has not

- been disbursed, the student may be eligible for a post- withdrawal disbursement*.
- The FAO determines the amount of time the student attended versus the total days of the semester. Breaks of five or more days during the semester are removed from the total days of the semester. The calculation is represented as a percentage of aid the student has earned. This is multiplied by the amount of Title IV aid disbursed and that could have disbursed. This is the amount of aid the student has earned.
- The FAO then takes the amount of aid the student has earned and subtracts it from the total aid disbursed for the student. This is the amount of aid the student has not earned.
- The FAO also determines the amount of institutional charges that the student has incurred during their time of attendance. This amount is multiplied by the percentage of unearned aid and represents the amount of unearned institutional charges.

The school reviews the amount of unearned aid versus the amount of unearned institutional charges, which is done within 30 days from the date the school determined the student withdrew (officially or unofficially). The lesser of the amounts is the aid that is returned. The school has 45 days from the date the school determined the student withdrew (officially or unofficially) to return this amount. Aid is return in the following order:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Perkins Loan
- Grad PLUS Loan
- Parent PLUS Loan
- Pell Grant
- Supplemental Educational Opportunity Grant (FSEOG)
- TEACH Grant
- Iraq and Afghanistan Service Grant
- Other Federal, State, or Institutional Aid

A similar calculation will be done for State aid, and Institutional aid to determine the amount to be returned. A return of state and/or institutional funds will never result in a balance owing for the student.

Calculation 2:

The Cashier's Office will calculate the refund of institutional charges due the student per the University of Wisconsin refund policy mandated by the State. Financial aid recipients are encouraged to contact the Financial Aid Office and the Cashier's Office to be advised of the impact of withdrawing from the university prior to initiating the process.

*Post-withdrawal disbursement (PWD)

If the student did not receive all of the funds that were earned prior to withdrawing, a PWD may be due. Once the Return to Title IV Funds is calculated, the student will be issued a revised award letter indicating the change in aid, including the PWD if appropriate. PWD grant funds will disburse at the next scheduled disbursement and first apply to any authorized charges at the institution before refunding to the student. If the PWD includes loan funds, the student must give permission before the loan funds can be disbursed. Students will be notified of post- withdrawal loan disbursement eligibility within 30 days of the date of withdrawal determination.

Consumer Information

Information required under the Higher Education Act of 1965, as amended, Title IV parts 668, 674, 675, 676, 682, 690, and 692 regarding, but not limited to, eligibility and criteria for receiving and availability of financial aid, total educational costs of attending UW-Superior and refund policies can be obtained from the Financial Aid Office, Old Main Room 110, [715-394-8200](tel:715-394-8200) or finaid@uwsuper.edu.

UW-Superior veteran enrollment requirements and standards of progress information are available from the Registrar's Office, Old Main Room 139, [715-394-8228](tel:715-394-8228) or registrar@uwsuper.edu.

The University is required through state statute (Assembly Bill 431) to share statistics with current students concerning crimes on campus and reported campus incidents of sexual assault and date rape. As required by law, this information is distributed annually to students through the UW-Superior website ([University Police Department Daily Crime Report](#)). In addition, federal laws, Student Right to Know Law and the "Campus Security Act" requires the university to inform prospective as well as current students of [similar crime statistics](#) and information on [student graduation rates](#). Students and the campus community are notified of its availability through email and are provided a link to its location on the UW-Superior website.

The University is required to provide annually to every student and employee information concerning the university's [policies on illicit drugs and alcohol](#). In compliance with the Drug-Free Schools and Communities Act amendments of 1989, UW-Superior publishes and distributes this information annually. Additional information is available on the university's website or may be obtained from the Office of the [Dean of Students Office](#) at the Yellowjacket Union, [715-394-8244](tel:715-394-8244) or dos@uwsuper.edu.

Financial Aid Office Contact Information

Financial Aid Office
University of Wisconsin - Superior
Old Main 110
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8200
Email: finaid@uwsuper.edu

Office of International Programs

- [Mission Statement](#)
- [Immigration Procedures](#)
- [Insurance Requirements](#)
- [Study Away](#)
 - [Financial Aid for Study Away](#)
 - [Faculty Led Programs](#)
 - [Wisconsin in Scotland](#)
 - [Other Study Abroad Programs](#)
 - [National Student Exchange](#)
- [Contact Information](#)

Mission Statement

The [NAME:OIP] provides assistance and services to current international students at UW-Superior. (International students are defined as students who are in nonimmigrant status, such as an F-1 or J1 status. International students can get help with issues such as: adjusting to campus and community life; maintaining U.S. immigration status; employment and internships; medical insurance; taxes; and personal, cultural or academic issues.

The office also conducts new international student orientation, hosts cultural events, and advises the World Student Association.

The office also manages all study away programs including faculty-led short-term programs, semester and academic year programs abroad, and the National Student Exchange.

Immigration Procedures

Advisors trained in immigration regulations assist students in maintenance of lawful F-1 Student Status including such matters as full-time enrollment and good academic standing, obtaining Social Security cards, and authorization for off-campus employment including both Curricular and Optional Practical Training.

Insurance Requirements

The University of Wisconsin System requires all F-1 students to have illness and accident insurance coverage. This requirement is for their protection because *medical care in the United States is very expensive*. If a student does not have adequate insurance coverage, one serious illness, injury or catastrophic medical emergency could mean financial ruin. In such a case a student would almost surely have to return home, which would mean the end of his/her educational dreams in the United States. UW-Superior offers an affordable international student accident and sickness insurance policy underwritten by AIU. With few exceptions, **all international students are required to enroll in the UW-Superior international student health insurance program. Please contact iss@uwsuper.edu before purchasing any other insurance.** Otherwise, a student may end up having to pay for two plans.

Please note that the UW-Superior policy covers illness and accidents only. **It does not cover routine physical examinations, sports examinations, routine vision or dental care.** We strongly recommend that students take care of these needs in their home country before coming to UW-Superior, or while they are home during University breaks.

The requirement to purchase our UW-Superior insurance policy can be waived **ONLY** for students who provide proof of **national health insurance from their home country** that meets or exceeds the policy offered through UW-Superior. We **cannot** accept coverage from other U.S.-based insurance providers.

If you believe that your policy meets or exceeds the university coverage, you must complete and sign a waiver form and give us a copy of your valid policy enrollment card **NO LATER THAN THE END OF THE FIRST WEEK OF CLASSES**. We will not read through your policy searching for the required information. **It is your responsibility** to study your policy to determine the coverage level.

Study Away

[Study Away](#) is experiential learning at its best! Time spent overseas, or on another National Student Exchange (NSE) campus in the US, will open a window to the world that broadens students' international and intercultural awareness. To function effectively in the increasingly global economy, U.S. students need to acquire new perspectives, knowledge and skills to succeed. Study Away brings a fresh perspective to career choice and human relationships. Each student returns home a changed person able to see the world through new lenses.

UW-Superior offers numerous short-term and semester/academic year opportunities for students to study in other countries or on other NSE campuses while receiving course credit at the University. Information about Study Away programs is available from at www.uwsuper.edu/studyaway.

All credits earned through any Study Away program are listed on the official UW-Superior transcript and are used to calculate UW-Superior cumulative GPA.

Financial Aid for Study Away

In nearly all cases, students' financial aid eligibility will transfer for study abroad, and they may be eligible for [additional funding](#) through grants, scholarships, and loans. Our staff provides coaching in applying for scholarships such as the [Benjamin Gilman](#).

Faculty Led Programs

Short-term programs led by faculty members are offered to a variety of destinations including Bali, Bosnia, China, France, Ghana, India, Mexico, Scotland and Spain. New programs are developed on a regular basis. These programs which travel in January or May range from 3 to 9 credits and all include a pre-course during the semester before departure. Requirements and program fees vary so please check with the program staff at studyabroad@uwsuper.edu for more information.

Wisconsin in Scotland

The [Wisconsin in Scotland](#) (WIS) aka Experience Scotland, program is an amazing experience that offers virtually limitless opportunities for educational and personal growth. It is an opportunity full of challenges, new experiences, and great rewards and a chance to live in a Scottish castle/palace!

The Wisconsin in Scotland program is a facet of the West Central Wisconsin Consortium (WCWC), under the authority granted by the UW Board of Regents. UW-River Falls, UW-Stout, UW-Superior, UW-Parkside, UW-Whitewater, UW-Colleges and Normandale Community College offer participation in the WIS program to their students and faculty members. Students can participate for either one semester or for the summer program.

Courses are taught by faculty from the participating universities. There are also courses offered by British adjunct faculty during the fall and spring semesters. All courses are designed to take advantage of the Scottish setting. Fall and spring semester students are required to enroll for a minimum of 15 or 12 credits, respectively. Summer participants are required to enroll for a minimum of 3 credits. During the semester program, there is the opportunity for independent study/directed study courses and/or internships with home campus approval. The semester program allows time for independent travel with a 10-day break and several long weekends. The summer program allows three days of travel/exploration most weekends. Many cultural activities are included in each program. Information is at <http://www.uwrf.edu/wisconsininscotland>.

Other Study Abroad Programs

UW-Superior has bi-lateral exchange agreements with the Global Village Program at [Yonsei University](#), Wonju, South Korea [Carl von Ossietzky University](#), Oldenburg, Germany; and participates in the [Wisconsin-Hessen Exchange](#) with several institutions in Germany.

A semester long experience [Experience China](#) set in beautiful Hangzhou provides a rich, cultural immersion with the comfort and safety of an organized and well-staffed international learning community. As a student in the Experience China (ExC) program you will participate in a directed study of Chinese culture alongside your general education courses. The relationship between the United States and China has been described as important not only for the citizens of our two countries, but also for a new era of global development. Position yourself on the leading edge of this new era by immersing yourself in the historic, diverse, and complex culture of China with the ExC program.

Students desiring an immersion experience in Spanish study at the Center for Interdisciplinary Education, [CIME](#), in Costa Rica where a variety of internship experiences are also possible and host-family homestays provide terrific opportunities for language practice.

Art majors will find a special niche at [SRISA](#), the Santa Reparata International School of Art in Florence, Italy.

Teacher Education majors enjoy the many opportunities to student teach abroad or in other parts of the U.S. through the [Educators Abroad Program](#).

In addition to programs sponsored by UW-Superior, UW-Superior students can participate in programs offered by sister institutions within the [University of Wisconsin System](#).

National Student Exchange

Spread your wings and fly away on [The National Student Exchange](#), a consortium of over 180 universities in the United States, our territories and Canada! To date, UW-Superior students have exchanged to campuses in 22 states, Puerto Rico and 5 Canadian provinces.

The NSE Program has been compared to a domestic study abroad program. Instead of crossing oceans, however, NSE students cross state, regional, provincial, and cultural borders to take courses not available on their home campuses, expand their academic program options, reside in a different region, be exposed to diverse cultural settings, seek out graduate and professional schools, and explore career options. The changes seen in student attitudes, understanding of other people in other settings, maturity, risk-taking, and decision-making are similar to the experiences of students who study internationally.

NSE is an unbelievable bargain! Our campus participates under Plan B in which a participating student pays tuition and fees at UW-Superior just as if he or she were here, but all housing, meals, and other costs are paid at the host university. Most scholarships and financial aid will apply as usual.

Contact Information

University of Wisconsin - Superior
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880

Online Learning

- [Mission Statement](#)
- [Undergraduate Degree Programs Available to Online Learning Students](#)
 - [Communicating Arts Major](#)
 - [Elementary Education Major](#)
 - [Exercise Science Major](#)
 - [Health and Wellness Management Major](#)
 - [Interdisciplinary Studies Major](#)
 - [Individually Designed Major](#)
 - [Physical Education Major-Community/Public Health Promotion](#)
 - [Sustainable Management Major](#)
 - [Writing Major](#)
- [Graduate Degree Programs Available to Distance Learning Students](#)
- [Online Learning Contact Information](#)

Mission Statement

The [Online Learning](#) program provides access to selected UW-Superior academic programs for learners who need a flexible study schedule or learning opportunities regardless of location. Students may select enrollment through the Distance Learning Center when applying for university admission. The Center offers online courses on a term basis that parallels the on-campus program. Students may complete a degree, enroll in individual courses, or earn credit through prior learning. Financial Aid is available to qualified students, and designated scholarships for [Online Learning](#) students are offered by the UW-Superior Foundation.

Undergraduate Degree Programs Available to Online Learning Students

Eight different undergraduate majors may be completed through the Online Learning:

Communicating Arts Major

The Communicating Arts major with a concentration in Speech Communication prepares students for opportunities in management, human resources, sales, professional development, training, not-for-profit and community development, other business or organizational communication careers, as well as graduate study. The major consists of 33 credits and requires a minor. For information about courses and requirements of this major, please refer to the [Communicating Arts](#) section in the Undergraduate Academic Programs portion of this catalog.

Elementary Education Major

The Elementary Education major is available for Wisconsin licensure at Early Childhood through Middle Childhood (EC-MC, PreK-6th Grade) or Middle Childhood through Early Adolescence (MC-EA, 1st Grade-7th/8th Grades) levels. Students must be able to complete a semester of student teaching in a Wisconsin school. One three-week summer session in Superior and attendance at several one-day seminars/meetings in Superior are required.

For additional information about courses and requirements of this major, please refer to the [Elementary Teacher Education](#) section in the Undergraduate Academic Programs portion of this catalog.

Exercise Science Major

The Physical Education major with a concentration in Exercise Science provides the knowledge and skills for career in areas such as adult fitness, cardiac rehabilitation, or related fields. Students gain knowledge in human body structure, nutrition, and clinical exercise physiology. They also learn about teaching, leadership, organization and administration, and safety and emergency responsibility skills.

For additional information about courses and requirements for this major, refer to the [Physical Education Program](#) of this catalog.

Health and Wellness Management Major

The Health and Wellness Management major is designed to equip students with the skills necessary to design, develop, implement, and maintain health and wellness programs in the workplace. The 63-credit major incorporates coursework in human and population health, healthcare information technology, marketing, leadership, and related subjects. For additional information about courses and requirements of this major, visit the website hwm.wisconsin.edu and the [Health and Wellness Management](#) program section of this catalog.

Interdisciplinary Studies Major

The Interdisciplinary Studies major is an individually designed liberal arts academic program which can be designed to meet educational, career or personal goals. The Interdisciplinary Studies major:

- requires a minimum of 51 credits (comprehensive major) or 33 credits with a minor
- includes a minimum of three academic areas of study
- must have a purpose, a theme, a rationale
- includes a capstone experience

The major is designed by the student in consultation with an academic advisor and selected faculty. The approval process for the major includes the advisor, faculty panel members from the selected academic areas of study, and the University Credits Committee.

For additional information about courses and requirements for this program, refer to the [Interdisciplinary Studies Program](#) of this catalog.

Individually Designed Major

Students who have a unique need for a major, and whose needs cannot be met by an existing major, have the option of developing an Individually Designed Major (non-comprehensive). Working with their academic advisor, the student constructs a major course of study. The individually designed major proposal must be signed by the student, his/her academic advisor, and the department chair representing the primary emphasis of the major. Once required signatures are obtained, the student submits a petition to the Credits and Reinstatement Committee for review and final approval. The petition may not be submitted before the second semester of the student's sophomore year, but must be submitted before the end of the student's junior year.

For additional information about courses and requirements for this program, refer to the [Individually Designed Major](#) section of this catalog.

Physical Education Major-Community/Public Health Promotion

The Community/Public Health Promotion concentration provides a solid foundational curriculum combined with practical experience through internship. Students majoring in community/public health promotion may seek jobs in health fields including public health educators/coordinators, human resource services, employee wellness, community wellness/fitness/education, county health departments, federal government agencies, as well as many other health and wellness related areas. The Community/Public Health Promotion curriculum has been aligned with the Council on Education for Public Health (CEPH) national standards.

For information about courses and requirements of this major, please refer to the [Physical Education-Community/Public Health Promotion](#) section in the Undergraduate Academic Programs portion of this catalog.

Sustainable Management Major

The Sustainable Management Major is an interdisciplinary business management program that helps students gain a broad understanding of the ways in which business systems, natural systems, and social systems intersect. The 63-credit major incorporates coursework in business management, environmental science, natural resources, information systems, and logistics, all with a focus on sustainable practices. For additional information about courses and requirements of this major, visit the website sustain.wisconsin.edu and the [Sustainable Management Program](#) of this catalog.

Writing Major

The Bachelor of Arts degree in Writing offers students depth of study in writing process and craft, creative and professional writing, and theories of languages and rhetoric. Practice in diverse writing genres prepares students for a wide range of academic and professional goals. The degree program will prepare students for many types of careers in writing, including freelance work, technical writing, grant writing, editing, copywriting, and creative writing. Our faculty and staff include many practicing and published writers and scholars.

For additional information about courses and requirements for this program, refer to the [Writing Major](#) section of this catalog.

Graduate Degree Programs Available to Distance Learning Students

Six different graduate degrees may be completed through the Online Learning:

Online Learning Contact Information

Online Learning
University of Wisconsin - Superior
Swenson Hall 3061
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Email: @uwsuper.edu

Registrar

- [Mission Statement](#)
- [Academic Standing \(Probation/Suspension\)](#)
- [Attendance](#)
- [Commencement](#)
- [Change in Catalog Requirements](#)
- [Credit and Class Information](#)
- [Data Privacy \(FERPA\)](#)
- [Degrees Awarded: Definition and Requirements of Each](#)
- [Grades](#)
- [Name/Address Changes](#)
- [Petition Appeals](#)
- [Policies](#)
- [Cross Registration](#)
- [Registration and Registration Changes](#)
- [Student Preferred Name Policy](#)
- [Residency](#)
- [Transfer Policy](#)
- [Transcripts](#)
- [Veteran Students](#)
- [Registrar's Office Contact Information](#)

Mission Statement

The [Registrar's Office](#) maintains and secures the official academic student record and coordinates all processes involved with the registration of classes and processing of all curriculum changes. The office offers a variety of services including transcript evaluation and disbursement, enrollment verification, grade changes, degree confirmation and graduation, official catalog, academic standing determination, residency appeals, athletic eligibility and serves as the university compliance office for the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Academic Standing (Probation/Suspension)

Successful movement towards goals combined with adequate acquisition of academic competence is a responsibility of the student. Students should choose the academic pace that best meets their personal goals. The following standards have been defined for undergraduate students classified as freshmen, sophomores, juniors, seniors, or undergraduate specials.

The policies and regulations listed below define the minimum academic standards of the University. A separate set of standards exist for financial aid and athletic eligibility.

Academic standing is calculated after grades are processed for Fall, Spring, and Summer terms. Students whose semester or cumulative grade point average falls below 2.0 are notified via email within two weeks of the end of the Fall, Spring, and Summer terms. Students should contact their advisor before the beginning of the next semester to discuss potential modifications to the next semester's schedule.

Good Academic Standing

To be eligible to enroll for classes, a student must be considered to be in good academic standing. Students who have been suspended are not considered to be in academic good standing and will be eligible to enroll for classes only after approved reinstatement. An exception to this policy is for summer college enrollment. See the following section titled Academic Suspension.

Academic Probation

Students are placed on academic probation whenever one of the following occurs:

- Cumulative grade point average drops below 2.0, OR
- Semester grade point average is less than 1.66 regardless of the cumulative grade point average.

Students on probation must earn a 2.0 semester grade point average the following semester to move good standing. Good Academic Standing occurs once the cumulative grade point average improves to 2.0 or higher. If students fail to earn a 2.0 semester grade point average, while on probation, they will be suspended.

Transfer students accepted with less than a 2.0 cumulative grade point average, from all previously attended institutions, are admitted on academic probation.

Suspended students readmitted by the Credits and Reinstatement Committee are readmitted on academic probation.

Academic Suspension

Students previously on probation whose semester grade point average fall below 2.0 are notified via email within two weeks of the end of Fall, Spring and Summer terms that they have been suspended for the subsequent term. If students are enrolled in classes for the subsequent term, these classes are dropped

by the Registrar's Office.

Reinstatement

A student who has been suspended is ineligible to continue at the University for a specified period of time. Students allowed to return after suspension will be readmitted on academic probation.

First suspension-A first suspension is for the period of one semester. Students who wish to return to the University after one semester of non-enrollment must apply for re-admittance through the Admissions Office. A petition for reinstatement is not necessary after a first suspension, however students will be required to seek advisement through the Academic Advising Center and their assigned primary advisor before registering for classes when returning. Students may petition for reinstatement before the lapse of at least one semester if it can be demonstrated to the Credits and Reinstatement Committee that the academic suspension was due to factors beyond the students' control and that the cause for the suspension has been removed.

Second or Following Suspensions-A second (or more) suspension is for a period of one year. Students who have been previously suspended must petition for reinstatement through the Credits and Reinstatement Committee after one year of non-enrollment. Suspended students are required to petition for readmission regardless of how long ago the suspension occurred, unless they have raised their cumulative grade point average over 2.0. Students are allowed to submit reinstatement petitions at any time to the Registrar's Office. The last possible time to submit a reinstatement petition is three weeks prior to the beginning of the term in which the student wishes to re-enter. Students may petition for reinstatement before the lapse of one year if they can satisfactorily demonstrate that the cause for suspension has been removed. Students allowed to return will be required to seek advisement through the Academic Advising Center and their assigned primary advisor before registering for classes when returning. Returning students must also meet any conditions the Credits and Reinstatement Committee placed on approval reinstatements.

Re-entry transfer students must furnish official transcripts. Admission, even after the above waiting periods, is not guaranteed. It will be necessary for the students to demonstrate that their studies can be successfully completed.

Personal Appeal

If a student's written Petition for Reinstatement is denied, the student may request a personal appeal requiring the student to meet with the Credits and Reinstatement Committee personally. Students should be aware that a personal appeal must be supported by information and/or documentation over and above what was provided on the written petition, if the appeal is to have a chance to succeed.

Academic Forgiveness

There are individuals, who for a variety of reasons have poor previous academic records. UW-Superior allows students who have not earned a baccalaureate degree to submit a petition requesting academic forgiveness for up to two consecutive semesters if the following requirements are met:

- A minimum of three years must have lapsed between when the student last attended UW-Superior and the date of the submitted petition request.
- The student must have completed at least 24 credits at the 100 level or above (pass/fail credits do not count) at UW-Superior with a GPA of 2.30. These 24 credits must be completed following the semester(s) to be forgiven.
- The student must submit with their petition form, a written letter explaining why academic forgiveness should be awarded, including the student's current academic plan.
- The semester(s) to be forgiven must contain at least one D or F grade in each semester. An entire semester (not individual courses) must be considered for forgiveness. This means all courses within the forgiven terms, regardless of the grade earned, will no longer count toward fulfilling major/minor/graduation requirements.
- Students must petition for forgiveness at least one term prior to the term a degree/certificate is to be awarded. Students may choose up to two consecutive terms to be forgiven. Students can request Academic Forgiveness only one time in their academic career.

Transcript Notation

When forgiveness has been granted, the student's transcript will be annotated to indicate the term(s) has been forgiven. The previous earned grades will still show on the transcript to reflect the true academic history of the student; however, grade points and credits will be removed so that prior grades are excluded from the computation of the student's official cumulative GPA.

This policy does not apply to graduate students. The Graduate Academic Standing Policy is AP1112G.

Attendance

Students are expected to attend all classes. Individual absences from class may be excused only by the instructor. Consult the course syllabus for proper procedures for notifying the instructor in case of emergency.

Group absences for both off- and on-campus activities, such as field trips, music clinics, and athletic trips, must be cleared with the appropriate administrator and a list of students participating be made available for publication. The list of students should be posted on the faculty/staff digest by the sponsoring authority. Students absent for University-approved activities will be excused from class and allowed to make up missed course work. Instructors may require students to complete a supplementary assignment in lieu of class attendance. It is the student's responsibility to directly notify instructors prior to the absence.

Accommodations for Pregnancy, Religious Beliefs

The [Faculty Senate](#) of UW-Superior reaffirms the obligation of the institution and its employees to make appropriate physical and academic accommodations for students who are pregnant and who give birth during the academic semester; this includes the parent supporting those who are pregnant or giving birth. It is the institution's obligation to provide appropriate accommodations for pregnancy and childbirth and should be clearly indicated in course syllabi, the UW-Superior catalog, and all other locations that list University accommodation policies.

It is the policy of the [Board of Regents](#) that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements.

1. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
 - a. There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
 - b. The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which he or she will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or course requirement before or after their regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.

Commencement

Application for Degree

Students planning to graduate must pay the \$50 graduation fee and make application for a degree on or before the deadline date listed in the University's Academic Calendar during their last term of attendance. The graduation fee does not include the cap and gown, which is purchased separately in the University Bookstore. Students can apply online through their E-Hive account using the Application for Graduation link.

A senior will not be placed on the list of candidates for a degree if the student begins the last term in residence (coursework must be UW-Superior credits) with a grade point average lower than the minimum required for graduation. The last term must be spent in residence. Students who attempt to complete the baccalaureate degree in absentia must have the approval of the University Credits Committee and complete the degree within one year.

All coursework must be completed and all grades that apply toward a degree must be received in the Registrar's Office within four weeks after the end of a student's last term of attendance. If this deadline is not met, the student's name will be removed from the term's graduation list and the student will be required to reapply for graduation. The Registrar's Office will not place a student's name on any future graduation lists unless a new degree application is received from the student. If re-application is necessary, the application fee will be assessed again.

A student is not officially graduated until all grades have been received in the Registrar's Office and the student's record has been reviewed and cleared for graduation. This process takes four to six weeks after the end of the term.

After the graduate has been cleared, the degree granted will be included on the transcript. An official transcript and diploma will be sent to the student's permanent address. If a replacement diploma is requested, the charge is \$25.

Graduation Latin Honors Designations for Undergraduates

At UW-Superior there are two Graduation honors notes on the official transcript.

1. Graduation Honors are calculated using both the resident and transfer grade points for students who have earned a minimum of 30 semester credits in residence, with at least 27 of those credits graded with letter grades. Graduating students must earn the minimum GPA at each of the levels of distinction listed below:
 - Summa Cum Laude 3.850 and above
 - Magna Cum Laude 3.60 to 3.849
 - Cum Laude 3.4 to 3.599
2. Major Honors are calculated using both the resident and transfer grade points from the courses that are required for the major. Graduating students must earn the minimum GPA at each of the levels of distinction listed above.

Change in Catalog Requirements

Students may choose to graduate from the catalog in which they were admitted, or a more recent catalog, as long as the student attended during the time period of the catalog used; provided the catalog is not more than seven years old at the time of graduation. Transfer students may select the pertinent catalog of entry which corresponds with the academic year they started at the previous institution or the UW-Superior catalog in effect at the time of transfer, or a more recent catalog as long as the transfer student attended during the time period of the catalog used; provided the catalog is not more than seven years old at the time of graduation. Mandatory legal changes may provide exceptions to these requirements.

Students may only graduate under one catalog; requirements for the degree, major, minor and University Studies must all be met using one catalog only. Requests to graduation using a split catalog (major or minor or University Studies requirements from more than one catalog) must be submitted on a student petition form submitted to the Credits and Reinstatement Committee.

Students who do not complete course work for the degree within seven years must be graduated under the provisions of the current catalog. Any exceptions regarding major or minor requirements must be approved by the academic department and submitted to the Registrar's Office via a [course substitution form](#).

Any student who plans to graduate with course requirements or the required courses for any major offered by all academic departments that will be seven years old at the time of graduation should be aware that the department retains the option to require the student to repeat any such courses. This policy applies to any courses used to satisfy major requirements, regardless of the college or university that granted the credit initially.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, UW-Superior reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation and schedules for course offerings without actual notice to individual students. Every effort will be made to keep students advised of any such changes. It is the students' responsibility to keep apprised of current graduation requirements for their particular degree program by reviewing their Degree Progress Report (DPR) via their E-Hive account.

Credit and Class Information

Class Level Standing

0 - 27 earned credits = freshman
 28 - 55 earned credits = sophomore
 56 - 83 earned credits = junior
 84+ earned credits = senior

Course Numbering

Courses numbered 99 and below are considered non-college level and are referred to as remedial courses. These courses are not used to satisfy graduation or degree requirements. However, the grades earned in remedial classes are used in calculating term and cumulative grade point average. Remedial credits are also used in computing financial aid and athletic eligibility.

Courses numbered 100-299 are classified as lower-division courses. Faculty must assign D or F mid-term grades for all lower-division courses.

Courses numbered 300 to 499 are classified as upper division courses. A minimum of 36 upper-division credits are required for every bachelor's degree.

Courses numbered 500 and above are considered graduate-level courses. Students (in most cases) must be admitted as a graduate student to enroll in these courses.

The first digit of the course number generally indicates class level for which the course is intended. Students are not encouraged to enroll in more than one year above their class standing.

Credit Definition Credit Load

A class hour is defined as 50 minutes. The following definitions refer to number of class hours during a semester that is approximately fifteen weeks long, or an equivalent amount of time for terms of longer or shorter duration.

One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and an expectation of 2 class hours of out-of-class student work each week.

One distance learning or hybrid class credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

One laboratory credit is defined as a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week.

One studio credit hour is defined as a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week.

One ensemble music credit is defined as a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week.

One internship or practicum credit is defined as at least 45 hours of supervised work in a field placement each semester.

One individualized study credit (e.g. thesis, independent and applied music) is defined as a minimum of 3 class hours of direct instruction and/or individual work each week.

Credit Load

Full-time status is 12-18 semester credits for undergraduate students. Additional fees will be charged for credits over 18 and for Online Learning courses. Class standing is determined by the number of credits earned, not by number of credits attempted. Students who are in academic difficulty or employed may find it beneficial to take fewer credits than the maximum load. This load could be prescribed by the student's advisor or by the Credits and Reinstatement Committee.

Remedial Students: Students required to enroll in MATH 090 or 095 or WRIT 099 are considered remedial students. They are limited to 15 credits per term.

Students carrying credits in [UW-Extension](#) must include these credits in computing total load.

Semester Credit Load for Undergraduate Students

When enrolling in **MATH 090, MATH 095, or WRIT 099:** students may enroll for the semester in a total of 15 semester credits.

Freshmen (0-27 earned credits): may enroll in 17 credits; and 1 additional credit with advisor approval resulting in a total of 18 semester credits.

Sophomores (28-55 earned credits), Juniors (56-83 earned credits, and Seniors (84+ earned credits): regular load is 18 credits, and may enroll in 1 additional credit with advisor approval for a total of 19 semester credits.

- If Sophomore, Junior, or Senior students' **GPA is 3.0-3.49;** regular load is 19 credits, and may enroll in 1 additional credit with advisor approval for a total of 20 semester credits.
- If Sophomore, Junior, or Senior students' **GPA is 3.5-4.00;** regular load is 20 credits, and may enroll in 2 additional credits with advisor approval for a total of 22 semester credits.

Summer College Enrollment

Students enrolled in Summer College are limited to 14 credits per term. Full-time status for summer school is twelve credits for undergraduate students. Undergraduates pay per credit for 1 to 5 credits. A block amount of tuition is paid for 6 to 9 credits and Undergraduates enrolled for 10 or more must pay a per credit incremental rate.

The maximum load for Graduate students during the summer session is one credit per week of attendance or nine semester credits for a nine-week session. Graduate students pay per credit.

Foreign Language Retroactive Credit

Retroactive Credit is transcribed for students who acquire learning in vertical content courses in which higher levels are dependent on skill and knowledge learned at lower levels. If lower level learning can be demonstrated to the satisfaction of faculty who offer vertical content course such as foreign languages, students may request to enroll in the higher level course. Students who earn a grade of B- or higher in the higher level course will be awarded retro-credit posted on the official transcript in the term in which the higher level course was completed.

Retroactive credits for lower level language courses are only awarded for completing courses numbered 102, 201 or 202, or a 300- level course with a grade of B- or higher. For example, if students place into a 300- level foreign language course and earn a B- or higher, they would receive retroactive credit for 101, 102, 201 and 202 in that foreign language, and it would be posted to the official transcript. Retroactive credits are not awarded for upper division language courses.

Students should ensure the faculty teaching the higher level course complete and send the Retroactive Credit form to the Registrar requesting the posting of retro-credit.

Credit for Prior Learning

Students may acquire knowledge and skills through and by experiences which are not necessarily tied to the traditional coursework. It is the philosophy of this University to allow students to demonstrate their learning and pursue credit through several options:

1. Departmental Examinations
2. CLEP or DANTES Exams
3. Advanced Placement exams
4. International Baccalaureate
5. Faculty Assessment

Students transferring to UW-Superior may transfer up to 48 semester credits acquired through credit by examination in those courses and disciplines for which credit by examination opportunities are provided at UW-Superior; this includes CLEP/DANTES exams. Because credit for prior learning is awarded rather than earned at UW-Superior, credits awarded through prior learning methods will not count toward the 30 resident credits required for graduation.

A. Departmental Examinations: Departmental examination opportunities may be available in courses offered for undergraduate credit based on departmental decision. Accordingly, academic departments will designate those courses eligible for departmental examination and will determine the standards, methods, and procedures for course content and credits.

1. Procedure:
 - a. Students must make arrangements with the appropriate academic department.
 - b. Submit the Departmental Credit by Examination form to the Cashier along with the \$100 per course administration fee before taking the examination.
 - c. A receipt showing payment of this fee will be verified by examiners at the time the examination is scheduled.
 - d. Submit the completed and signed form to the Registrar's Office so that the course is entered on the official transcript.
2. Where departmental examination credit is awarded, a grade of P/pass will be assigned as determined by the faculty in the department. Credit earned through examination will be so noted as such on the student's transcript. Courses completed by departmental examination will not be computed in determining students' grade point averages. Grades of F/fail will not be transcribed.
3. Students will not be allowed to earn credit by departmental examination in courses in which they already have earned a grade.
4. Students will not be allowed to repeat an examination for credit in a course in which they have previously attempted to gain credit by examination.
5. Academic departments will provide opportunities for departmental examinations during the registration period and the first three weeks of each semester or summer school session. Departmental examination credits must be received in the Registrar's Office no later than the end of the fifth week of the semester to be recorded for that semester.

B. CLEP-DANTES (DSST) Examinations: Students at UW-Superior may receive college credit for passing scores on certain examinations offered by the College Level Examination Program (CLEP) and the Defense Activity for Nontraditional Educational Support (DANTES or DSST). CLEP and DANTES tests are offered online only. The following policies and procedures must be followed to earn credit for CLEP or DANTES:

1. CLEP or DANTES Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examination credit is awarded only for course exams approved by UW-Superior faculty. Learn more about [CLEP Tests](#).
2. Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examinations. Students who take examinations before actual enrollment at UW-Superior will receive college credit only after enrolling.
3. Students who complete CLEP or DANTES exams at other institutions, will have to request the official CLEP or DANTES transcript be sent to UW-Superior to have credit awarded.
4. Credits awarded at UW-Superior for CLEP/DANTES may, or may not be, transferable to other institutions. Transfer of credit is at the discretion of the institution to which students are transferring.
5. When successful on a particular examination, students are awarded credit for the course (no grades are awarded). Failure on an exam is not recorded on student records. Students can repeat the examinations six months after the initial examination.
6. Normally, students will not be allowed to gain credit by examination for courses in which they already have earned a grade.

C. Secondary school students who have participated in the Advanced Placement (AP) Program in high school may have college credit awarded based on AP exam scores.

1. Credit may be awarded for a score of 3 or above on appropriate examination.
2. [Determine scores that equate to UW-Superior courses.](#)

D. Secondary school students who have participated in the International Baccalaureate (IB) Program in high school may have college credit awarded based on IB exam scores.

1. [Determine scores that equate to UW-Superior courses.](#)

E. Credit for [Prior Learning through Faculty Assessment](#). Students may pursue credit based on documentation and/or prior learning through two methods:

1. Based on previous certification
2. Through portfolio

1. Pursuing credit based on previous certification: Students who have completed outside coursework, professional certification, or technical college courses outside of existing articulation agreements may have appropriate faculty review the coursework for transcription into credits. Examples include CPT, American Sign Language, Pilot Licensure, or other professional certifications or exams. Documentation such as but not limited to a license, certificate, or official test score must be submitted for credits to be considered.

1. Procedures:
 - a. The student makes arrangements with appropriate academic department.
 - b. Submit the Credit for Prior Learning Through Faculty Assessment form with documentation for faculty assessment.
 - c. Upon receipt of signed form for any credits awarded, submit the administrative fee of \$100 to the Cashier.
 - d. Submit the receipt and signed form to the Registrar for credit transcription.
2. Pursuing credit through Portfolio: A written portfolio is created by the student that articulates his/her knowledge gained through extensive work and life experiences that equate to learning outcomes for a particular course. The portfolio will contain Learning Outcome Essays and documentation.
 - a. Documentation should be included in the portfolio to support claims made in the Learning Outcome Essays. Documentation can include but is not limited to such items as writing samples, certificates, licenses, photographs, and letters of support.
 - b. Evaluation will be on a P/pass or F/fail basis.
3. Transfer of Portfolio credits:

- a. Portfolio credits usually do not transfer to another institution. Whether or not to accept credits earned through portfolio at the discretion of the institution to which a student is transferring.
- b. The university accepts credit awarded for prior learning through portfolio assessment by other regionally accredited colleges and universities, through the same process used to award transfer credit.
4. Fees are assessed thusly: \$100 administrative fee plus tuition of \$75 per each 3 credits pursued. Fees are paid upon submission of the portfolio for assessment.
5. Students may enroll in WRIT 298, a 1-credit course that offers guided help and feedback during the portfolio process. This is not required.
6. Procedures:
 - a. Students must make arrangements with the appropriate academic departments.
 - b. Enroll in WRIT 298 if desired.
 - c. Submit the Credit for Prior Learning Through Faculty Assessment form and portfolio to the appropriate academic department/s. For assessment within the same academic semester, portfolios should be submitted 4 weeks before the last day of finals in a given semester.
 - d. Submit administrative fee plus tuition to the Cashier. Tuition and fees must be paid when the portfolio is submitted, before assessment.
 - e. Faculty will assess the portfolio, determine any credits awarded, and sign the form with a deadline of the last day of finals in the semester in which the portfolio is submitted.
 - f. Students will collect the portfolio and signed form with any credits awarded and submit it to the Registrar's office for transcription.

Excess Credit Policy

Students accumulating more than 165 credits (or 30 more than required for a baccalaureate major, whichever is greater) toward their first undergraduate degree will pay the full cost of instruction (which is double the amount of tuition only). This covers all resident undergraduate students including students pursuing a double major. Exceptions include undergraduate special students, students pursuing post-baccalaureate certification or licensure, and Minnesota reciprocity students (until such time that Minnesota adopts a similar surcharge).

The policy applies to all UW System-earned credits and WTCS transfer credits accepted toward a degree. Credits transferred from other institutions as well as other types of credit or coursework for which credit may be awarded (such as advanced placement, retroactive credits, credits by examination, remedial credits, etc.) are not included in the credit limit.

The additional cost is applied to students in the semester following the one in which they reached the earned the credit limit. The Registrar's Office notifies students in advance, via a mailed letter, when they have reached 145 credits.

Appeals for exceptions, because of extenuating circumstances, may be made to the Excess Credit Appeals Committee, which is comprised of the Registrar, the Bursar, and the Financial Aid Office Director.

Data Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) as amended: Sets forth requirements regarding the privacy of student records. Specifically, FERPA governs:

- The disclosure of education records maintained by an educational institution; and
- Access to these records
- Notification by the institution to students of their FERPA rights
- Learn more about the [Family Policy Compliance Office](#)

Education records: Records, handwritten or in any media, (including conduct records) that are directly related to a student and maintained by the University of Wisconsin-Superior (UW-Superior) or by a party acting for the institution. Records NOT protected by FERPA include:

- records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute
- records maintained by UW-Superior security/law enforcement unit
- records of employment which relate exclusively to individuals in their capacity as employees (records of students employed by the UW-Superior as a result of their status as students are education records, e.g. work-study)
- records created, or maintained by a physician, psychiatrist or other recognized professional acting in his or her professional capacity (including counseling and health records)
- Alumni records which contain information about a student after s/he is no longer in attendance at UW-Superior and which do not relate to the person as a student.

Student: A person, who attains the age of 18, or who attends an institution of higher education regardless of age, who is enrolled in a UW-Superior credit or non-credit course.

Directory Information

UW-Superior considers the following Directory Information and WILL release this information WITHOUT the written consent of the student.

- | | | |
|------------------------------|------------------------------------|---|
| • Full Name | • Academic Honors | • Withdrawal Date |
| • Major or Program | • Email Address | • Dates/Terms Enrolled |
| • Previous Colleges Attended | • Athletic Achievements | • Degrees/Certificates Awarded and Date Conferred |
| • Full or Part-Time Status | • Athlete Height & Weight | • Phone number(s) |
| • Home Town | • Class Level (Fr., So., Jr., Sr.) | • Photographs |
| | • Address (campus & home) | |

Students may submit a "Directory Information Restriction Request" form to the Registrar's Office to prevent directory or non-directory information from being released. This Restriction form is valid for one year and must be re-submitted if the student intends for the restriction to be in effect for a longer period of time.

The Solomon Amendment

This law requires universities to release the information listed below regarding enrolled students to the military for recruitment purposes. Students may restrict this disclosure to the military only by restricting all disclosure of Directory Information.

- Name
- Date and Place of Birth
- Degrees Received
- Address
- Levels of Education
- Most recent educational institution enrolled in by the student
- Telephone Listings
- Academic Majors

Non-Directory Information

UW-Superior considers Non-Directory Information to include, but not to be limited to the following, and therefore will NOT release this personally identifiable information without the student's written consent, or as specified in this policy.

- Date of Birth
- Class Schedule/Roster
- Age
- Transcript
- Gender
- Citizenship
- Academic Standing
- Social Security Number
- Student ID Number
- Parent Address(es)
- Race/Ethnicity
- Country of origin
- Entrance Exam Results
- Grades
- Semester Grade Point Average
- Cumulative Grade Point Average
- Student Account Information
- Financial Aid Information

Upon request, UW-Superior discloses education records without consent to officials of another institution that a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer.

Disclosure of Non-Directory Information

UW-Superior may disclose non-directory information from students' education records, without student's written consent, to school officials who have a legitimate educational interest in the records, or to certain other individuals or organizations, as specified below. The release of information to those described below does not constitute authorization to those individuals or organizations to share that information with a third party without the student's written consent.

A school official is

- A person, organization, or company who is employed by, contracting with, or properly authorized by the Board of Regents, UW-Superior, or state law to perform administrative, supervisory, academic, research, or support functions for UW-Superior.
- This definition includes, but is not limited to:
 - law enforcement personnel;
 - health staff;
 - certain appropriate students;
 - field supervisors;
 - contractors, such as attorneys, auditors, or collection agents;
 - those properly authorized to serve as official board or committee members; or
 - any others properly authorized to assist another school official in performing his or her professional responsibilities for UW-Superior.
- A school official must abide by all applicable policies and procedures regarding confidentiality of education records.

A school official has a legitimate educational interest if:

The official needs to review an education record in order to fulfill his or her professional responsibility. Those professional responsibilities may include, but are not limited to:

- Performing a task that is specified in his/her position description or by a contract agreement
- Performing a task related to a students' education
- Performing a task related to the academic or behavioral conduct of a student
- Conducting research that benefits students and/or the University.

Other permissible recipients of such disclosures are:

- The US Department of Education, the Comptroller General, state or local educational authorities
- Organizations conducting certain studies for, or on behalf of UW-Superior
- Organizations conducting research for educational agencies or institutions for developing, validating or administering predictive tests; administering student aid programs; and improving instruction.
- Accrediting organizations
- Comply with a judicial order or lawfully issued subpoena, including ex parte orders under the US Patriot Act.
- Appropriate parties in a health or safety emergency
- A victim of a crime of violence or nonforcible sex offense when the information is related to the final results of the disciplinary proceeding conducted by UW-Superior
- Those who seek sex offender registry information required from those required to register as sex offenders under state or federal law
- Officials at other institutions in which the student has already enrolled or seeks to enroll in
- International sponsors
- State and local officials to whom information is specifically required to be reported by a state law as permitted by FERPA
- Parents of a dependent student, as identified on federal tax forms
- Parents of students, under the age of 18 at the time of the disclosure, who have violated any law or any institutional policy governing the use or possession of alcohol or a controlled substance

The Registrar shall decide the legitimacy of requests for permissible disclosures of student information.

Valid Subpoenas

If the Registrar is served with a valid subpoena requesting student information, the Registrar must comply with the request. Before doing so, the Registrar shall attempt to notify the student of the subpoena in advance of compliance so the student may seek protective action, unless the disclosure is in compliance with a subpoena issued by an agency that has ordered the contents of the subpoena, or the information furnished in response to the subpoena, not be disclosed.

Student Class Schedules

The Registrar's Office will not release current class schedules or locations for any student, unless that information is requested pursuant to a valid subpoena, as described above. In the event of an emergency that involves the health and/or safety of an individual, UW-Superior will deliver a message to a student. Otherwise, it is the responsibility of all students to make available their whereabouts to parents, children, spouses or anyone else they deem appropriate.

Deceased Students

Information on deceased students may be made available to survivors or third parties via a request to the Registrar. An individual student's rights under FERPA are no longer valid upon death of that student.

Record of Requests for Disclosure

UW-Superior must maintain a record of each request, with the exceptions listed below, for access to, and disclosure of, personally identifiable information from education records. The record of each request for access and each disclosure must contain the name of the parties who have requested or receive information and the legitimate interest the parties had in requesting or obtaining the information.

A record does not have to be kept if the request was made by or disclosure was made to:

- An eligible student
- A school official who has been determined to have a legitimate educational interest
- A party with written consent from the eligible student
- A party seeking directory information only
- A student serving on an official committee or assisting another school official

Thus requests for, or disclosure of education record information without a student's written consent, which UW-Superior is required to record, would include, but is not limited to:

- Disclosure to the parent (either custodial or noncustodial) of an eligible student
- Disclosure in response to a lawfully issued court order or subpoena
- Disclosure for external research purposes where individual students have been identified
- Disclosure in response to an emergency

These records must be maintained with the education records of the student as long as the records are maintained by UW-Superior.

Student Rights Under FERPA

FERPA affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review educational records; requests will be complied with no later than 45 days from the date of the student's written request, which is to be directed to the Registrar's Office. Students do not have the right to receive a copy of their record unless failure to do so would prevent them from inspecting and reviewing their record, such as when the student no longer lives within commuting distance. The Registrar may arrange for these students to inspect the requested records at a college or university located closer to the student.
- The right to request the amendment of education records, which the student believes are inaccurate, misleading or otherwise in violation of the student's rights of privacy. If the Registrar does not agree with the student's request to amend his/her education records, the student may submit a written request to the Dean of Students Office asking for a formal hearing on his/her request. The Dean shall make the final decision regarding the student's request. If the student disagrees with the decision of the Dean, he/she may submit a written statement which will be placed in his/her official record commenting on the disputed information.
- The right to give or to withhold consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- The right to file with the US Department of Education a complaint regarding UW-Superior's compliance with the requirements of FERPA;
- Records relating to individuals who apply for admission but are not admitted or do not enroll are not protected by FERPA; and
- The right to receive notification of rights granted by FERPA.

Student Notification

- New and continuing students are notified of their FERPA rights each semester via message on the Student Digest.
- New students are notified of FERPA rights at all SOAR (summer orientation and registration) events.
- Everyone can access UW-Superior's [Student Data Privacy \(FERPA\) policy](#).

The Registrar's Office is the primary contact for all student information inquiries.

Access to Public Records

The archivist has been designated by the chancellor as the custodian of all public records maintained at UW-Superior. Requests for records should be made directly to the designated custodian during normal office hours or by mail addressed to Jim Dan Hill Library, University of Wisconsin-Superior, [715-394-8343](tel:715-394-8343). Records which are readily available will be provided promptly.

If an extensive search is required, the person making the request will be notified of costs when they reach a level of \$50 or more. Copying charges are 5¢ per page. If copies of records are to be mailed mailing, processing and copying charges will be made. Should the total charge exceed \$5, the charges must be prepaid.

Degrees Awarded: Definition and Requirements of Each

Degrees awarded at UW-Superior include: Associate Degree, Associate of Science, Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Music Education (BME) and Bachelor of Science (BS).

Associate Degree

The associate degree (a two-year degree) is primarily intended to provide a broad liberal arts background and is designed to be the foundation for, and satisfy the University Studies requirements, for most bachelor degree programs. Students who intend to transfer to another institution should earn an Associate degree prior to leaving UW-Superior. Latin honors are not awarded for associate degrees.

Overall Associate Degree Requirements

1. Earn a resident (UW-Superior) cumulative grade point average of 2.0.
2. Earn at least 24 credits from UW-Superior.
3. The last 12 credits of the degree must be earned at UW-Superior, or through University approved Study Abroad or National Student Exchange.
4. Complete General, Core and Knowledge Category requirements.
5. Complete the Diversity and Global Awareness Requirements.
6. Submit an electronic application for graduation via E-hive.
7. Pay a \$50 graduation fee to the [Bursar/Cashier's Office](#) prior to the diploma being sent. The graduation fee does not include the cap and gown, which is purchased separately in the University Bookstore.
8. Degrees are not posted to transcripts with outstanding Incomplete or In-Progress grades.
9. Student may not use more than one catalog; student may not satisfy the University Studies requirements from one catalog, while satisfying the major requirements of another catalog.
10. Degrees are posted in the term in which a graduation application is submitted for the respective degree.
11. Degrees are not posted when a student has been academically suspended.

Additional Associate Degree Requirements

1. Complete of a minimum of 60 credit hours (numbered 100 or above); at least 24 credits must be earned at UW-Superior.
2. Complete an additional three credits in the Natural Sciences: courses in Biology, Chemistry, Geology or Physics.
3. Complete an additional three credits in the Social Sciences: courses in Economics, Political Science, Sociology, Psychology or Anthropology.
4. Complete an additional four credits drawn from any of the following disciplines: Anthropology, Art History, Biology, Chemistry, Computer Science, Economics, English, Film/Theatre, Gender Studies, History, Foreign Languages, Geology, Geography, First Nations Studies, Music, Philosophy, Physics, Political Science, Psychology, Sociology or Writing (with the exception of 099, 101, or 102).
5. Complete at least two courses, excluding core requirements, in a single discipline.

Bachelor Degrees

Bachelor degrees are four-year degrees that include all University Studies requirements plus a minimum of additional credits toward a specific major(s)/minor so that a minimum of 120 credits are earned. Latin honors are awarded for bachelor degrees.

Overall Bachelor Degree Requirements

Note: See other sections of the catalog for additional or specific requirements for Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science degrees. Other sections of the catalog should also be consulted for the specific requirements for University Studies, academic major and minor programs of study, and professional preparation such as teacher education.

A. Overall requirements (Note that credits are semester credits.)

1. 120 or more total undergraduate credits, i.e. in courses numbered 100-499.
2. 36 or more undergraduate credits in upper-division courses, i.e. courses numbered 300-499.
3. A resident grade point average of 2.0 or above for all undergraduate credits.
4. 30 or more undergraduate credits earned at UW-Superior.
5. The last 12 undergraduate credits earned at UW-Superior, or through University approved Study Abroad or National Student Exchange.

B. Completion of the University Studies requirements (See the University Studies section of the catalog.)

1. Core courses.
2. Global Awareness and Diversity requirement.
3. Knowledge categories.
4. Corequisites.

C. Completion of the requirements for major, minor, and/or comprehensive major programs in different disciplines (See the Academic Programs section of the catalog.)

1. At least one major and one minor in a different discipline; two majors in different disciplines; or a comprehensive major.
 - a. A major is 30 or more credits, half or more of which are in upper division courses.
 - b. A minor is 21 or more credits, one third or more of which are in upper division courses.
 - c. A comprehensive major is 51 or more credits, 22 or more of which are in upper division courses.
2. A resident grade point average of 2.0 or above in the courses satisfying the requirements for each major, minor, or comprehensive major. (i.e. separate grade point average for each program.) A student cannot graduate while on academic suspension.
3. Distinct credits in major, minor, and comprehensive major programs, (i.e. credits counted only once.)
 - a. 51 or more total distinct credits.
 - b. 22 or more distinct upper-division credits.
 - c. In the event that one or more courses satisfy requirements in more than one major and/or minor program, additional credits will be required in

- one or more of the programs up to the total credits and/or the total upper-division credits required for the programs.
- d. The major and minor programs should be in different disciplines, i.e. half or more of the credits and/or upper division credits applied to one program should be distinct from those for another. Additional credits in one or more of the programs may be permitted to satisfy the distinction.

Note: Items c and d above do not apply to comprehensive major programs.

D. Variations from these requirements.

1. Individual programs, departments or certification groups may have additional or higher requirements.
2. A petition process for variations from these or other requirements and policies is published in this catalog.

Bachelor of Arts (BA)

1. Students must complete a minimum of 6 credits in one foreign or indigenous language.
2. Students must complete at least one foreign or indigenous language course at UW-Superior.
3. Students who have successfully completed high school language courses must complete a language placement exam to determine their level of language proficiency.
4. Students who place above the 202 level are not required to enroll in one UW-Superior foreign or indigenous language course.
5. Students are awarded retro-credits for lower level language courses after successfully completing 102,201 or 202 with a grade of B- or higher. For example, if students place into SPAN 202, they would receive retro-credit for SPAN 101, 102 and 201 and it would be posted to the official transcript.
6. Complete a comprehensive major, or a non-comprehensive major with another major or minor.

Bachelor of Fine Art (BFA)

1. Complete the foundation art requirements.
2. Decide upon a studio focus during the first two years in the major.
3. Complete a minimum of 18 credits in sequence taken in one studio area. A minimum of 60 credits is required including the foundation courses plus three credits of drawing beyond ART 105.
4. No minor or second major is required for this comprehensive BFA degree.

Bachelor of Music (BM)

1. Choose one of the following:
 1. Bachelor of Music in Performance: Instrumental (Non-Keyboard)
 2. Bachelor of Music in Performance: Keyboard
 3. Bachelor of Music in Performance: Voice
2. Complete a minimum of 72 to 83 credits in music consisting of music theory, ear training theory, music history and other specific courses within the chosen performance area.
3. No minor or second major is required for this comprehensive Bachelor of Music degree.

Bachelor of Music Education (BME)

1. Choose one of the following, in preparation for EC-A licensure in the state of Wisconsin in either Choral and General Music or Instrumental and General Music:
 1. Bachelor of Music Education: Choral/General
 2. Bachelor of Music Education: Instrumental/General
2. Complete MUSI 161 for the World Language, Culture and Philosophy Humanities Knowledge Category University Studies requirement.
3. Complete either ART 222 or COMM 122 for the Art History, Criticism and Appreciation Fine and Applied Arts Knowledge Category University Studies requirement.
4. Compete 68 credits of specific MUSI/MUSED courses for the Bachelor of Music Education: Choral/General major.
5. Complete 69 credits of specific MUSI/MUSED courses for the Bachelor of Music Education: Instrumental major.
6. Complete 30 credits of specific Teacher Education (T ED) courses.
7. Complete a minimum of 134 total credits for the Choral/General major.
8. Complete a minimum of 135 total credits for the Instrumental major.

Bachelor of Science (BS)

See above under degree requirements.

Certificate (CERT)

Certificates are awarded for short programs consisting of 9 to 30 credits. To be awarded a certificate for completion of a credit-bearing certificate program, students must: complete a certificate application form, and submit it to the Registrar's Office for the certificate to be posted to the student's transcript.

Students earning certificates do not participate in Commencement and Latin honors are not awarded for certificates.

Certificates are not awarded to students with academic suspension status.

[University Studies Program](#)

Masters Degrees

Master degrees are graduate-level degrees. The catalog requirements in effect upon the student's term of entry define the graduation requirements for the degree sought. Application for the graduate degree must be made online at the beginning of the final term of attendance.

For a graduate degree to be posted, all requirements and course work must be completed within four weeks of the final day of the student's last term of attendance. Students who have applied, but do not graduate must reapply for graduation.

All credits used in meeting the requirements of a graduate degree or certification in professional education must be earned within a period of not more than 10 consecutive years, commencing with the enrollment date in courses applicable to the degree (or certification program) rather than the completion date of applicable courses.

All master's degree candidates are required to complete a thesis or culminating project as prescribed by the graduate program and approved by the faculty advisor. Evidence of completion of this requirement must be verified by the advisor as indicated on the student's Plan of Study.

UW-Superior awards two master degrees: Master of Arts (MA) and Master of Science in Education (MSE).

Overall Graduate degree requirements

Master of Arts (MA)

UW-Superior offers MA degrees in:

See specific requirements in the [Graduate Studies](#) section of this catalog.

Master of Science in Education (MSE)

UW-Superior offers MSE degrees from the following departments in the following majors with minimum requirements listed:

See specific requirements in the [Graduate Studies](#) section of this catalog.

Specialist in Education (EdS)

UW-Superior offers an EdS in Educational Administration with specializations in:

Requirements are:

See specific requirements in the [Graduate Studies](#) section of this catalog.

Certification Programs

UW-Superior offers courses that lead to certifications for licensure in:

See specific requirements in the [Graduate Studies](#) section of this catalog.

Minor Awarded after Bachelor Degree Earned

Students, who have already earned a baccalaureate degree, and wish to earn a subsequent minor, must complete all requirements of the minor including a minimum of 21 distinct additional semester undergraduate credits that are not applied to the first degree.

This means that students seeking a subsequent minor from UW-Superior must have a minimum of 141 earned degree-seeking credits. Students must apply for and pay the graduation application fee for a subsequent minor.

Students MAY use the same credits to satisfy requirements for a major and minor (double-dipping IS allowed).

The subsequent minor shall be listed separately on the official transcript with the date awarded.

Transfer Students earning a Minor after being awarded a transfer baccalaureate degree.

Students with a baccalaureate degree from any other regionally accredited institution who wish to earn a subsequent minor from UW-Superior must complete a minimum of 21 distinct additional semester undergraduate credits from UW-Superior, subsequent to the awarding of the first degree.

Students MAY use the same credits to satisfy requirements for a major and minor (double-dipping IS allowed).

The subsequent minor IS NOT LISTED on a UW-Superior official transcript and students do NOT apply for graduation.

Second Degree

UW-Superior Alum who wish to earn a second UW-Superior degree who have earned a baccalaureate degree from UW-Superior, may not return to UW-Superior to seek a second major that will be attached to the UW-Superior degree already earned; rather students will be required to earn a second degree.

Students, who have earned a baccalaureate degree from UW-Superior, and who wish to earn a second, distinct undergraduate degree from UW-Superior, must complete a minimum of 30 additional semester undergraduate credits from UW-Superior, subsequent to the awarding of the first degree. Requirements for a second major must be completed AS WELL AS requirements for a third major or a minor (if the second major sought is not a comprehensive major). This means students seeking a second baccalaureate degree from UW-Superior must have a minimum of 150 earned degree-seeking credits. Students must apply for and pay the graduation application fee for a second degree.

For example, a student can be awarded a BS degree in biology and a BS degree in chemistry, assuming s/he has met the requirements of both majors and have earned at least 150 credits from UW-Superior. Students MAY use the same credits to satisfy requirements for more than one major or for a major and minor (double-dipping IS allowed).

Transfer Students

Students with a baccalaureate degree from any other accredited institution who wish to earn a second baccalaureate degree from UW-Superior must complete a minimum of 30 additional semester undergraduate credits from UW-Superior. These 30 credits cannot be from the original degree (from the transfer institution).

Transfer students must complete the requirements of a UW-Superior major AND a UW-Superior minor or third major (if not a comprehensive major). This means students, who already hold a baccalaureate degree, seeking a second baccalaureate degree from UW-Superior, must have a minimum of 150 earned degree-seeking credits. Students must apply for and pay the graduation application fee.

Second Master's Degree

Additional master's degrees are permissible but each degree requires 30 to 60 semester credits (as per the catalog requirements) beyond the credits earned for the previous master's degree(s). Courses taken as part of a prior master's degree The Board of Regents of the University of Wisconsin System 2/14/2018

degree. Students who have completed a master's degree program at UW-Superior who wish to re-enter for a second master's degree must use a re-entry application to begin a subsequent master's degree.

Concurrent Degree Policy

Students may be awarded two undergraduate degrees concurrently provided that the degree programs have substantial differences or entitlements. Students may be awarded concurrent degrees including the BM, BME, BFA, BA and BS degrees provided they have different comprehensive majors or non-comprehensive majors with either an additional major/minor. Each degree must be distinct. For example, two of the same degree cannot be awarded concurrently such as two Bachelor of Arts degrees. Students must complete all requirements for both programs, including degree, major, and unique requirements including certification requirements for teachable majors/minors. The major from either degree may not be used in place of any minor required in the other degree (e.g., the music major from the BME degree may not replace the minor required in the BA degree).

The student must complete a minimum of 150 credits to be awarded two degrees either concurrently or by returning to add an additional degree which requires 30 additional credits beyond the first degree. Please refer to the Second Baccalaureate Degree Policy.

Students will be assigned an advisor from each program that is being pursued.

The duplicate credit rule applied between the majors and/or minors of both degrees pursued.

The University Studies requirements for the University only need to be met once; however, students must meet any specific University Studies requirements for the academic program(s).

Students who elect to pursue concurrent degrees are not exempt from the UW System Excess Credits surcharge.

Posthumous Degree

A request for a posthumous degree is initiated by a person, or persons associated with the deceased to the Registrar. This is usually a family member, but the academic department of the student can initiate it in accordance to the wishes/support of the family.

The deceased student must have completed at least 7/8 of the degree requirements of his/her major. If the deceased student was not close to meeting graduation requirements, the academic department may recommend that a "Certificate of Accomplishment" or other similar acknowledgement be issued.

The request must be approved by the academic department and the Provost. The Registrar may also suggest a posthumous Associate degree, if the deceased had completed 7/8 of an Associate degree.

Grades

Below are listed the official grades of UW-Superior. Grades listed below are used to calculate term and cumulative grade point average (GPA) unless noted with an asterisk. Grade points are assigned for each grade (including zero grade points) used to calculate GPA.

Faculty electronically assign final grades students have earned at the end of each term or Summer College session. Students access grades via their unofficial transcript in E-Hive.

Below are listed grade points assigned for each grade.

Letter Grade	Grade Points per Credit	Credit Earned?
A	4.000	Yes
A-	3.667	Yes
B+	3.333	Yes
B	3.000	Yes
B-	2.667	Yes
C+	2.333	Yes
C	2.000	Yes
C-	1.667	Yes
D+	1.333	Yes
D	1.000	Yes
D-	0.667	Yes
F	0.000	No
AUD (Audit) *	N/A	No
I (Incomplete) *	N/A	No
IP (In-Progress-only assigned for specific courses) *	N/A	No
NC (No Credit) *	N/A	No
NR (Not Reported)*	N/A	No
P (Pass)*	N/A	Yes
W (Withdraw) *	N/A	No
XF (Last Date of Attendance)	N/A	No

Grade Point Average

The cumulative grade point average (GPA) is based on the grade point system and is computed by dividing the total number of points earned per credit by the total number of credits attempted. Grades of Aud, I, IP, NC, NR, P, and W and not counted as credits attempted in computing GPA.

The cumulative grade point average for a straight A letter grade in six three-credit courses is computed by dividing the total number of grade points (A=Four grade points multiplied by 18 credits=72 grade points) by the number of attempted credits (18), which would give the student a cumulative average of 4.000.

Major/Minor GPA Calculation

Major and minor grade point average (GPA) calculation shall be based on all coursework attempted (this excludes "I", "IP", "NC" and "W" grades) in residence that applies to the respective major or minor. There is no limitation placed on the number of credits that are used in this calculation.

The University of Wisconsin-Superior's Repeated Coursework Policy (AP 1206) will be enforced for this calculation. For example, if a student repeats a required course within a major, it will be the most recent grade that is used in the major GPA calculation.

The major/minor GPA only includes pre-requisite coursework when it has been included in the major/minor as a requirement. This also applies to coursework required to get into the major/minor. Departments may apply additional coursework to the major/minor by notifying the Registrar's Office. Department chair approval is required.

This is the GPA that will be used for graduation eligibility (2.00, while in residence) within the major or minor. A given major or minor may require a higher GPA for graduation eligibility as specified in the catalog.

Dean's List Honors

To be eligible for Dean's List honors, students must earn a semester grade point average of at least 3.50, while carrying a minimum of twelve (12) semester college level (courses above 100) credits on the A/F grading system.

Courses graded with a Pass (P) grade and courses numbered below 100 do NOT count toward the 12 semester credits required to calculate Dean's List honors.

Dean's list honors are printed on the official transcript.

Grade Appeal

Instructors are expected to evaluate students regularly and consistently by criteria and guidelines provided to the students at the beginning of the semester in the course syllabus. If a student has reason to believe that a grade is incorrect, the student may act on that concern through the following process.

A student may seek to appeal the grade based on one or more of the following factors:

- An error was made in grade computation;
- The grade was based on factors contrary to those stated in the course syllabus;
- The grade involved some breach of federal or state constitutional protections, federal laws, Regents' Rules, or UW-Superior policies.

Student Appeal Process

1. Student must present rationale for changing the grade to the instructor. This consultation must occur no later than the fourth week of the following semester.
 - Fall Semester grade appeals must be submitted by the fourth week of Spring Semester
 - Spring Semester grade appeals must be submitted by the fourth week of the following Fall Semester
 - Summer College grade appeals must be submitted by the fourth week of the following Fall Semester
2. If the results are not satisfactory and the student wishes to continue the appeal process, the student shall make an appointment to speak with the department chair explaining the grade concern.
3. The department chair can offer to facilitate a meeting between the student and the instructor.
4. If the results are not satisfactory and the student wishes to continue the appeal process, the student has the right to contact the provost and submit a written request for review of the contested grade.
5. The provost can appoint an individual or group to review the student's grade concern and report back to the provost.
6. The provost, after hearing the results of the report in listed above, can suggest an instructor change a grade or that no action be taken to change a grade. The provost, as chief academic officer, has the final determination in establishing cause.

The instructor is the only person who can change a grade (unless the instructor is no longer on campus and/or available to make a grade change-at which point the department chair may change the grade). If there is cause to request a grade change and the instructor declines to make the change, the provost has the right to submit a written description of the complaint to be inserted into the instructor's personnel file. Likewise, the instructor can submit a letter of explanation regarding the grade. If the provost determines that there is no cause to request a change in grade, the matter is closed with no record in the instructor's personnel file.

7. The provost will convey the findings and actions to the student, the instructor, and the department chair.

Grade Changes

It is the student's responsibility to call the instructor's attention to any perceived error in grading as soon as possible after grades are reported. It is the instructor's responsibility to correct grading errors as soon as they are noted, if warranted.

The instructor authorizes a grade change by signing a [Change of Grade form](#). The department chair approves this form and then submits it to the Registrar's Office, where the record will be changed and the student notified of the change of grade.

A change of grade can result in a student's change in academic standing (good standing or on probation).

Instructors have the purview to change grades at anytime, (regardless when the grade was assigned) providing they have department chair approval.

Final Exams

Final examinations are scheduled during the last week of each semester. The final exam schedule for each term is listed at www.uwsuper.edu/registrar/finals. In the event that final examinations on a given day have to be cancelled due to inclement weather or other emergency circumstances, the following procedures shall apply:

- The examinations scheduled for that day will be moved to the day immediately following the last scheduled examination day.
- If the cancellations happen during the first part of a split examination week, the make-up day will be the Saturday within the exam week.
- If instructors can determine an alternate time for their examination outside of the above, they are permitted to do so. It is their responsibility to communicate this to members of the class.
- If instructors can determine an alternate examination format (i.e. take home exam, web exam) they are permitted to do so. It is their responsibility to communicate this to members of the class.

Incomplete Grade Lapse

A grade of Incomplete (I) may be given by an instructor when a student has been engaged for at least two-thirds of the class, but has been prevented by emergency circumstances from completing the course. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully **without again attending regular class sessions** or needing extensive instructor supervision.

Instructors who assign an I grade must submit a [change of grade form](#) (requesting the I be replaced by a regular grade A-F or P) by the end of the next Fall or Spring term. I grades for Summer lapse after Fall term.

If a grade change is not submitted by the last day of the subsequent term, by the instructor who assigned the Incomplete grade, the Registrar's Office will lapse the Incomplete grade to a Failing (F) grade the day after the last day of the term (last day of final exams).

Degrees will not be posted to transcripts if there are any I grades listed on a transcript. The Registrar will request faculty to change any I grades, for courses not required for graduation with NC (no-credit) grades prior to posting a degree. Ultimately, it is the student's responsibility to ensure all I grades have been replaced with regular grades prior to applying for a degree.

In-Progress (IP) Grades

A grade of In-Progress (IP) may be assigned by an instructor in specially designated courses where the expectation is that students cannot finish the course within a traditional term. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully within one calendar year without attending regular class sessions or needing extensive instructor supervision.

Courses meeting this requirement are student teaching, internships, senior capstones, practicums or theses. **ONLY** the specific courses listed below can be assigned IP grades:

ANTH 301
 ART 435, 497, 498, 635, 697, 698, 735, 797, 798, 799
 BIOL 181, 281, 481, 491, 492, 496
 CHEM 181, 281, 381, 481, 491, 496, 497
 CHIN 399
 CJUS 160, 301, 320, 491, 492, 498, 499
 COAC 250
 COMM 698, 798, 775, 780
 COUN 750, 756, 758
 CSCI 399, 498
 ECON 301
 EDAD 704, 705, 706, 707, 724, 725, 726, 727, 734, 735, 736, 737, 760, 761, 762, 763, 860, 861, 862, 863, 864, 867
 ENGED 752
 FNS 486, 490
 FREN 399
 GEOG 281, 298, 450, 481, 491, 491, 496, 498, 681
 GEOL 281, 281, 491, 496, 681
 GST 301
 HHP 188, 339, 422, 423, 424, 435, 458, 471, 490, 491, 492, 494, 495, 496
 HIST 301, 490, 495, 695
 LSTU 301, 485, 488, 497, 499
 MATH 498
 PHIL 301
 PHYS 281, 381, 481, 681
 POLS 301, 485, 499
 PSYC
 SOCI 301, 497, 498, 499, 699
 SO W 422, 427
 SPAN 399
 SPED 775, 776
 TED 470, 752

Instructors who assign an IP grade must submit a [change of grade form](#) (requesting the IP be replaced by a regular grade A-F or P) within one calendar year of date the IP grade was assigned. If a grade change form is not submitted by the end of one calendar year, by the instructor who assigned the IP grade, the Registrar's Office will lapse the IP grade to a Failing (F) grade.

Degrees will not be posted to transcripts with Incomplete (I) or In-Progress (IP) grades listed on the transcript. The Registrar will request faculty to change any IP grades, for courses not required for graduation with NC (no-credit) grades prior to posting a degree. Ultimately, it is the student's responsibility to ensure all IP grades have been replaced with regular grades prior to applying for a degree.

Mid-Term Grades

Students earning a D or F in 100- to 200-level semester-long courses through the middle of the term will receive a mid-semester grade email. Mid-term grades are not issued during summer session. Mid-term grades are not calculated in the grade point average and do not appear on students' transcripts. Mid-term grades are valuable for both students and faculty as progress checks and advising tools. Students are encouraged to discuss their academic performance with the instructor and/or adviser to determine ways to improve course performance so that academic standing is not negatively affected when final term grades are posted.

Mid-term grades are not issued during Summer College.

Pass/Fail Grades

Students are allowed a total of 15 elective Pass/Fail (P/F) credits, with the exclusion of WRIT 101 and WRIT 102.

Specific courses, identified by the various departments and in the student's major, may not be taken P/F. Degree-seeking students cannot take COMM 110 as P/F. Students in Business and Economics programs, and other students who wish to enroll in 300- or 400-level Business or Economics courses, may not include courses taken as P/F as pre-requisites. Details are specified in the Business and Economics section of this catalog.

Students who choose the P/F grading option should do so upon enrollment in a course, but they are allowed to change to P/F grading up through the tenth day of Fall or Spring term (or the last day to drop/add for Summer College/J-Term courses).

Students who wish to change to P/F grading after the tenth day of term may do so WITH the approving signature of the course instructor and advisor (primary or secondary) or chair of student's major department on a Pass/Fail Request form obtained from the [Registrar's Office](#) (or www.uwsuper.edu/registrar).

Students are allowed to submit this form to the Registrar's Office prior to the start of first day of Final Exams for Fall and Spring, 3 days prior to the last day for J-Term, all other sessions one week prior to the last day of the session. Once a "P" grade is issued, a student cannot subsequently repeat this same course for an A-F letter grade.

Students should be aware that it may be difficult to transfer P/F graded courses to other institutions of higher education.

Name/Address Changes

The Registrar's Office should be notified as soon as possible of a student's change in name or address. Each student is expected to maintain his or her mailing address through his or her E-Hive account or through a [change of address form](#) submitted to the Registrar's Office. The mailing address represents the address to which official university mail will be sent during the student's career.

Students who wish to have their billing statements mailed to an address different than their mailing address should [contact the Bursar/Cashier's Office](#). Graduate students may request a business address be entered by the Graduate Studies Office.

Petition Appeals

Exceptions to established undergraduate policies may be requested by submitting a [petition](#) to the Credits and Reinstatement Committee. Petitions are available in the Registrar's Office or at www.uwsuper.edu/registrar/forms. Students are encouraged to read the full directions (as listed on the reverse side of the petition form) as well as the Rules for Petition Decisions attached to the form. Petition forms submitted without the required signatures will not be considered by the committee.

If students' written petitions are denied, they may request to attend a Credits and Reinstatement Committee meeting in person for a subsequent decision IF the student is able to provide additional documentation not submitted with the written petition request.

Exceptions to graduate policies may be requested by submitting a petition to the Graduate Council. Petitions are available in the Graduate Studies Office or at www.uwsuper.edu/graduate/forms.

Policies

[Undergraduate Academic Policies](#)

Cross Registration

Cross Registration (with University of Minnesota-Duluth and College of St. Scholastica) Full-time undergraduate students (12 credits or more on campus) at UW-Superior can cross-register for two classes per term, except summer, at either the University of Minnesota-Duluth UMD) or the College of St. Scholastica (CSS). Students taking online courses at UW-Superior as part of their 12 credits or more will be responsible for additional tuition charges. Online courses are not available from CSS for cross registration. Registration forms are available in the Registrar's Office, Old Main 139 and under the Forms at www.uwsuper.edu/registrar/forms. Conditions of cross-registration include the provisions that the course requested must have an available seat for the student and that the chair of the department in which the course is offered has given permission for the student to enroll in the course. Students must be enrolled at the home institution as full-time students and maintain those credits for at least the first four weeks of the term. Cross-registered courses are counted in the plateau (total credit load), provided all courses in the plateau are on campus courses. Additional fees will be charged for credits over 18 and for students electing on line courses as part of their course load at UW-Superior. Students wishing to use a cross-registered course to fulfill a degree requirement should get confirmation that the course is acceptable prior to enrollment. Repeating a course taken previously at UW-Superior through cross-registration will not remove the initial

UW-Superior grade from the record. For courses in a major, the advisor and department chair must authorize the substitution. For University Studies courses, the advisor and department chair, where the course is offered, must authorize the substitution.

Registration and Registration Changes

Web registration for Fall term and Summer College begins on Monday of the first full week in April. Web registration for Spring term and J-term begins on Monday of the first full week of November.

Students are emailed specific assigned appointment times when they can begin the registration process via their E-Hive account. Students must have met with their advisor and have the advisor registration hold removed prior to being able to register through E-Hive.

Students with negative holds on their account will not be allowed to register for classes.

In-Person registration (where students register in-person with a hard-copy registration form) begins on Tuesday of each registration week. Beginning on this same day students may also bring signed Drop/Add forms to the Registrar's Office for processing, providing the form has his/her advisors signature.

Add/Drop

Students may add classes via their E-Hive account, or at the Registrar's Office, without instructor permission, through the fifth class day of each term (pro-rated for Summer College). From the sixth through the tenth class day of each term, students are required to have permission from their instructor(s) before they are allowed to enroll. This requires either a permission number to add a course via E-Hive, or signatures on a Drop/Add form submitted to the Registrar's Office for processing.

After the eleventh class day of each term, students may add a class with signatures from the instructor, their advisor and department chair on a Petition form which is submitted to the Registrar's Office for consideration by the Credits and Student Reinstatement Committee.

Students who wish to add a class during the last two weeks of the term, or thereafter, are required to pay a \$20 fee.

Dropping Classes During a Regular Term

Students may drop classes via their E-Hive account, or by submitting a signed [Drop form](#) to the Registrar's Office, through the tenth class day of each term (pro-rated for Summer College). No additional signatures are required on the drop form during this period. Individual classes dropped during this period are not recorded on official transcripts.

If all classes are dropped a single notation of "withdrawn" and the date the student initiated the process is noted for the respective term on the official transcript. There is a \$50 fee to drop all classes from the first day of the term through the tenth day of the term.

From the eleventh class day of each term through the 60% calendar day of each term (does not include 9 days of Spring Break week), students may drop classes via their E-Hive or by completing a drop form that is submitted to the Registrar's Office. There is a \$20 fee that is automatically assessed to student accounts by the Cashier's Office. This \$20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal).

Students seeking to drop classes after the 60% day of each term must submit such requests to the Credits and Student Reinstatement Committee for consideration with all required signatures and documentation (see the Petition section of this catalog). If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Adding Classes During Summer College or Shorter Periods

- Students enrolled in classes that are two weeks in length are allowed the first two class days of the session to add a class without instructor permission.
- Students enrolled in classes that are three weeks in length are allowed the first three class days of the session to add a class without instructor permission.
- Students enrolled in classes that are four weeks in length are allowed the four class days of the session to add a class without additional instructor permission.
- Classes five weeks in length or longer, will follow the same procedure listed above for adding regular-term classes.

After the specific class day of the session listed above, students may add a class with signatures from the instructor, their advisor and department chair on a [Petition form](#) which is submitted to the Registrar's Office for consideration by the University Petition Committee.

Dropping Classes During Summer College or Shorter Periods

Two Week Classes

The last day to drop without permission is the second day of classes for the session. From the third class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a \$20 fee that must first be paid at the Bursar/Cashier's Office. This \$20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal). Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Three Week Classes

The last day to drop without permission is the third day of classes for the session. From the fourth class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a \$20 fee that must first be paid at the Cashier's Office. This \$20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal). Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Four Week Classes

The last day to drop without permission is the fourth day of classes for the session. From the fifth class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a \$20 fee that must first be paid at the Bursar/Cashier's Office. This \$20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal). Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Fives Week (or longer) Classes

Classes five weeks in length or longer, will follow the same procedure listed above for dropping regular-term classes.

Cancelling Classes Before a Regular Term/Summer College/Shorter Period

Students may cancel classes via their E-Hive account, or by submitting a signed Cancellation form to the Registrar's Office, BEFORE the first day of each term. No additional signatures are required on the Cancellation form. Cancelled classes are not recorded on students' official transcripts.

Administrative Drop

Students who do not attend the first class meeting of a course, or who do not participate in a designated course related activity in an on-line course, or who do not notify the instructor that they will be absent for special reasons, will be dropped from the course.

Designated course activities are defined by the individual instructor to include but not limited to: submitting an Assignment, Quiz or Discussion on current UW-Superior learning management system which possesses a due date.

Students should not assume that a course will be dropped automatically. It is still the students' responsibility to verify official enrollment through their class schedule.

Auditing Classes

An auditor may enroll in a course, with the instructor's consent, for which the auditor will receive neither grade nor credit. The student is expected to attend class regularly but will not be expected to submit assignments or take examinations. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes. Audited courses do not count in determining credit load. A student's transcript will indicate "Aud" as the grade earned for auditing a course. When registering for an audit, indicate Aud credits on the signed course registration form. Charges for auditing a class are located in the [Cashier's section](#) of this catalog.

Cancelling Classes

Students may cancel classes by submitting a signed Cancellation form to the Registrar's Office, BEFORE the first day of each term. No additional signatures are required on the Cancellation form. Cancelled classes are not recorded on students' official transcripts.

Online Learning Registration

Coursework through the Online Learning (OL) is normally open only to students enrolled in the program. However, on-campus students, with the support of their advisor, the instructor and the department chair of the instructor, and the DLC director, may enroll in coursework through OL.

View the form [Petition for On-campus Student to take a DLC Course](#)

Enrollment in Courses Numbered 001-099

Students enrolled in English and Mathematics courses numbered 099 or lower will normally not be permitted to enroll for more than 15 credits during that term. Courses numbered 099 or lower are considered remedial courses and do not count toward the 120 credits needed for graduation. (New freshman required to take WRIT 099 or MATH 090/095 must successfully complete remedial coursework before completing 30 semester credits.)

Internship Policy

Many of the academic programs at UW-Superior encourage or require their students to participate in an internship.

First, to be eligible to enter an internship, each student must complete all requirements to enter the internship as established by the department in which the internships offered.

Second, departments offering internships must have a signed affiliation/partnership agreement in place with each agency, school, or site in which it intends to place its interns. No intern may be placed in an internship site until such an agreement is signed by both parties. These agreements are to articulate the roles and responsibilities of each party and establish responsibility for liability coverage.

Copies of the signed and approved affiliation or partnership agreement must be filed both with the department granting credit (or supervising it in the case of zero credit) and with the vice chancellor for administration and finance. The contract must be on file and the student must be registered for the course prior to beginning the hours involved.

Official Enrollment

Students are officially enrolled only in those courses which appear on their class schedule on Student Center in E-Hive. Faculty will record a grade for each course listed in E-Hive even if the student does not attend. Students who are not officially enrolled for courses in E-Hive will not receive grades.

Repeated Coursework

Students are allowed to repeat a course previously passed only one time. This means a student can enroll two times maximum for any course. Exceptions to this are:

- Repeated courses required for major/minor.
- Repeated course numbers, but different course titles (special topics courses)
- Repeatable courses as noted in course description

Each time a student attempts to enroll in a previously passed course, s/he will receive a message indicating past enrollment in the course. Students will earn credit only one time for repeated courses, (exceptions listed above). The Registrar's Office will email students notice if they are enrolled in a previously passed course; however, it is the student's obligation to drop the course.

By repeating courses students may raise their grade point averages. The grade of record is the grade earned the last time a course is attempted. Repeating a course will not remove the initial grade from the transcript; however, it will change the cumulative GPA.

Students who believe they have a valid reason to repeat a previously passed course more than one time are required to submit a petition form requesting to do so.

There is no limit on the number of times students can repeat failed courses.

Requirement to Repeat Courses Over Seven Years Old at Time of Graduation

Any student who plans to graduate with course requirements or the required courses for any major offered by all academic departments that will be seven years old at the time of graduation should be aware that the department retains the option to require the student to repeat any such courses. This policy applies to any courses used to satisfy major requirements, regardless of the college or university that granted the credit initially.

Senior Students Enrolling in Graduate Courses

Second-semester UW-Superior seniors, with approval of the Graduate Council, may take a maximum of six graduate semester credits in courses numbered 500-699 during their final semester, subject to certain provisions. The graduate credits must be beyond those required for the baccalaureate degree, and cannot count toward the baccalaureate degree. Permission to enroll for the graduate credits requires approval of the Graduate Council, obtained by means of a petition during the prior semester. Seniors seeking this privilege must meet the grade point average required for unconditional admission to Graduate Studies. Undergraduate academic fees will be charged for these six graduate credits. After completion of an undergraduate degree, these graduate credits will be entered on the student's graduate transcripts. The student will have to pay the differential between undergraduate and graduate fees for the process to be completed.

Withdraw

Dropping all classes for a term is considered a Total Withdrawal. Students must complete a [Total Withdrawal form](#), at www.uwsuper.edu/registrar/forms, secure all required signatures on the form and then return the form to the Registrar's Office for processing.

Total Withdrawal from All Classes for a Term/Summer College/Shorter Period

First Ten Days of Term

Students must complete a [Total Withdraw form](#), securing all required signatures. The final signature on the form is the Registrar's. Withdraws are not listed on the official transcript prior to the eleventh day of the term; however a notation of "withdrawn" and the date the student initiated the process does appear on the transcript for the term the student withdrew from. There is a \$50 fee for totally withdrawing prior to the eleventh day of a term. This fee must be paid to the Cashier's Office before the form is submitted to the Registrar's Office

Eleventh Day to 60% Day of Term

The last day to totally withdraw from all courses, whereby students earn a W on his/her transcript for each course, is the 60% calendar day of each term or Summer College session/shorter period classes. Students must complete a [Total Withdraw form](#), securing all required signatures. The final signature on the form is the Registrar's. There is no charge. Withdrawal from all classes after this date requires a petition appeal to the Credits and Reinstatement Committee. There are specific requirements for this request as listed on the Petition form.

60% Day to End of Term

Students seeking to withdraw from courses after the 60% calendar day of the term (through the petition process), must secure a signature from each faculty member for each course, as well as the department chair for each course, on the [petition form](#) located at www.uwsuper.edu/registrar/forms. The petition form is then submitted to the Registrar's Office for consideration by the Credits and Reinstatement Committee. If the Committee approves the petition, W grades will be entered on the student's transcript for each course and notation of "withdrawn" and the date the student initiated the process. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned. Students who fail to complete the official withdrawal process will be considered enrolled and will be graded accordingly. Student may not totally withdraw from all courses in a term if any of the classes in the respective term, or Summer College session have been graded. Students, who have totally withdrawn from all courses for a term, will not be allowed to register for any subsequent classes in the same term. Neither UW-Superior faculty nor staff will normally initiate the withdrawal of a student on the basis of non-attendance.

Incapacitated Student Total Withdrawal

When a University official is made aware that a currently enrolled student has become incapacitated due to injury or illness and the Registrar receives written confirmation of such from a medical doctor, the Registrar and Dean of Students may initiate a total withdrawal on the student's behalf.

Student Preferred Name Policy

The University of Wisconsin-Superior recognizes that students may choose to identify themselves within the university community with a preferred first and/or middle name that differs from their legal name. The goal of the Student Preferred Name option at UW-Superior is to provide a consistent preferred name experience across University systems and use of one's preferred name wherever legal name is not absolutely necessary.

As long as the use of the preferred first and/or middle name is not for the purpose of misrepresentation, it will appear instead of the legal name in select university systems and documents except where the use of the legal name is required by university business or legal need.

Places Where Preferred Name Will Appear:

- Unofficial Transcript
- Student Center
- Class Roster
- Grade Roster
- Student Services Center (UW-Superior Staff)
- Online Advising Report
- Learning Management System (Learn@UW-Superior)

Places Where Preferred Name Will NOT Appear (Legal Name Required):

- Official UW-Superior Transcript
- UW-Superior Diploma
- Enrollment Verifications
- Student Financial Accounts
- Financial Aid
- Human Resources (Student Employment)
- Immigration and Visa-Related Documentation

Please note that a preferred name is used solely within UW-Superior internal systems. All external systems such as home-town newspapers, official transcripts, enrollment verifications, etc will continue to use your legal first name.

Requesting a Preferred Name

Enrolled students can use the [Preferred Name Request Form](#) to indicate a preferred first and/or middle name. This form also can be used to alter or remove an existing preferred name. Newly admitted students should not submit the request form until they enroll in classes to ensure their account is connected to all applicable campus systems. It may take up to 1-3 business days for a preferred name to appear in all locations. Any questions about the processing of a preferred name request can be directed to the [Registrar's Office](#) at 715-394-8228 or registrars@uwsuper.edu.

Student Gender Identity

The University of Wisconsin-Superior creates an inclusive environment for all individuals regardless of sex, sexual orientation, gender identity, gender expression, age race, national origin, ethnicity, ability, physical condition, developmental disability [Wis. Stat. § 51.01(5)], military status, marital status, parental status, or any other category protected by law in the execution of its educational programs, activities, employment, daily operations, and admission practices. The University of Wisconsin-Superior is committed to meeting the needs of the diverse populations listed above. In order to continuously improve programs and services which meet the needs of these populations, it is necessary for the university to collect specific information about the populations.

As part of the UW System Common Application for Admission, prospective students are asked to provide their "gender" and "gender identity." Currently enrolled UW-Superior students are also provided functionality to allow them to maintain gender identity data through their SIS self-service access to their personal record. Only the most recently declared gender data identified by the student is stored in the SIS. Historic records are not kept. Campus and UW System records retention policies dictate how long data is stored both locally and at UW System.

Individual gender identity data is not classified as "directory information" as defined by FERPA Guidelines and as such, can only be released to outside entities if the student has provided written permission for its release or if valid exceptions apply. The FERPA guidelines also define that data is only accessible to individuals who have an "Institutional need to know."

For the purposes of individual gender identity data, read only access will be provided to campus staff who have been identified by the Registrar as having Institutional need. These requests will be processed with a security change request ticket submitted to the SIS security officer. (NOTE: Admissions does not have access to gender or gender identity information during the admissions decision process. Also, faculty and other staff do not have access to students' gender or gender identity.) Aggregate gender identity data is available to the Institutional Research office for administrative, compliance, and analysis reporting. Gender identity data may only be disseminated in aggregate form to external entities with prior approval from the Chancellor or a Chancellor's designee. See the University of Wisconsin-Superior [Gender Identity Policy](#) for more information.

How to Declare Gender Identity in E-Hive:

1. Login to **E-Hive**
2. Select **Student Center**
3. Choose **Gender Identity** from drop down list under **Personal Information**
4. Select preferred **Gender Identity** from drop down list
5. Click Save

Residency

[Residency for tuition purposes](#) is based upon standards set forth in Wisconsin Statutes 36.27(2), which govern resident status for tuition purposes. Students are urged to [contact the Registrar's Office](#) at UW-Superior for further explanation of the policy and process for applying for an exemption.

Wisconsin requires payment of nonresident tuition by students who are residents of states other than Wisconsin.

For undergraduate students, residency status is determined at the time of admission. Residency status of graduate students is determined during the admission process to the Graduate Studies program.

A student's original resident status remains in effect unless the student requests and is granted reclassification. Such requests must be submitted to the Registrar's Office before the tenth day the semester in which reclassification is to take effect. To do this, submit the [Residency Change Form](#).

Full and Partial waivers of the nonresident portion of tuition are available on a limited basis to those who qualify. The Non-resident Tuition Waiver (NTW) Program offers financial assistance to non-Wisconsin and non-Minnesota students who enroll at UW-Superior. Non-resident students who are interested in attending UW-Superior and wish to be considered for the NTW Program are encouraged to complete the [on-line form](#) and [apply for admission](#) as early as possible prior to their intended term of enrollment. Note that awards through the NTW Program apply only to the non-resident portion of tuition and do not apply to the resident portion of tuition.

To qualify for exemption from paying nonresident tuition, students must be able to prove number 1 or 2 below.

1. Must have resided in Wisconsin at least 12 months prior to the beginning of the term seeking to enroll in.
2. Must have moved to Wisconsin for purposes other than education.
 - a. The state presumes that if a student attended UW-Superior during the 12 months they are initially in the state, they moved here for educational purposes and therefore Wisconsin residency should not be approved.
 - b. If a student enrolls immediately upon arrival in Wisconsin, they can overcome the state's presumption if they can prove that attending UW-Superior is a secondary factor and they would have been present in Wisconsin regardless of their enrollment

If a student is able to answer yes to number 1 and 2 above, then they must prove they are a bona fide Wisconsin resident; meaning they have established and plan to maintain a residence in Wisconsin. A student who enters and remains in Wisconsin mainly to obtain an education, is presumed to continue to reside outside Wisconsin and such presumption continues in effect until rebutted by clear and convincing evidence of bona fide residence.

Intent to become a bona fide resident of Wisconsin may be demonstrated or proved by several factors, including but not limited to: filing Wisconsin income tax returns; eligibility to vote in Wisconsin; motor vehicle registration in Wisconsin; possession of a Wisconsin driver's license; place of employment; and self support (all items and documentation required are listed on the residency appeal form).

Students can qualify for an exemption from non-resident tuition if they meet one of the qualifications listed below:

1. Has established a bona fide residence in Wisconsin for 12 months preceding the first day of the term in which they are seeking a residency change.
2. Is a MINOR student and has parent(s) or legal guardian who has established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
3. Is an ADULT student who is dependent on his/her parents who has established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
4. Is a MINOR student who has substantially resided in Wisconsin during the years of minority, at least 12 month preceding the term in which they are seeking a residency change.
5. Is an ADULT student who has been employed in Wisconsin as a migrant worker for at least 2 months each year for 3 of the 5 years preceding the first day of the term in which they are seeking a residency change.
6. Are a refugee
7. Is a non-resident member of the armed forces stationed in Wisconsin (with 90 miles of the border of Wisconsin) on military orders.
8. a. Spouses of #7
b. Children of #7
9. Has graduated from a Wisconsin high school and whose parent(s) have established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
10. Is employed in Wisconsin full-time and was relocated by his/her employer.

The UW-Superior Residency Appeals Committee will review residency appeals and determine if they qualify as bona fide Wisconsin residents.

Transfer Policy

Credit is awarded for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature, level and content to a course in our undergrad curriculum and applicable to an academic program. Courses that are remedial (usually numbered below 100); technical, vocational, or doctrinal in nature are generally not transferable. Transfer analysis will be based only on the evaluation of an official transcripts received either directly from the transfer institution or in a sealed envelope from the student. A transcript must be received from each previous institution attended.

International transfer students are required to submit original grade reports/transcripts for all post-secondary institutions and courses attended and original academic diplomas, certificates, and national or other major exam results. Official records must be submitted in their native language and must be accompanied by an official English translation. Official records should be sent directly from the institution or examining board. Transfer credit evaluation may require submission of course syllabi (official explanation of course content) from the institution. Transfer students who have attended non-US institutions may be required to submit their transcripts to an external agency for credit evaluation. A list of acceptable agencies is available at <https://www.naces.org/members>. Students who have attended a Chinese college or university must arrange for a verification report of their college/university transcript with the **China Academic Degree and Graduate Education Development Center (CDGDC)**; Email: cqv@cdgdc.edu.cn; Website: www.cdgdc.edu.cn). The report must be mailed directly to UW-Superior by the CDGDC, rather than by the student or any third party.

Transfer courses with descriptions that closely match the descriptions of courses taught at UW-Superior will generally transfer as direct course equivalent credits. For example:

- An introductory macroeconomics course at the previous institution will transfer as v's ECON 251 Principles of Macroeconomics. Transfer courses that do not have direct course equivalents at UW-Superior will transfer as elective credits within the appropriate academic department.
- A course on the geology of Minnesota would transfer as geology elective credits because UW-Superior does not offer a course with this particular content. Elective credits may need further evaluation by the major department to determine applicability to a UW-Superior degree program and might be redirected for a University Studies course, major/minor or degree requirement.
- A course that carries more credit than the corresponding UW-Superior course is transferred to meet the credit hours of the UW-Superior course; the additional hours are counted as elective credit. Credits that do not apply toward specific requirements will be applied toward the minimum number of total credits required for graduation.

If a student is awarded transfer credit for a course and then repeats the course at UW-Superior, the transferred credits will be removed from the student's record.

Grades earned at previous institution(s) are not calculated into the UW-Superior cumulative grade point average; however, transfer grades are used when calculating degree grade point average used for graduation honors. Grades received for transfer work will not replace a grade for a course taken at UW-Superior.

Course substitutions in a particular University Studies, core or knowledge category may be appropriate when a transfer course is similar but not equal to a UW-Superior course. A course transferred as elective credit is eligible to be redirected for a University Studies, major, minor, or degree requirement. It is the responsibility of the student to provide the appropriate documentation such as a course description from the University of Wisconsin System. The Board of Regents of the University of Wisconsin System, 2019-2021

request. Course substitutions should be broadly interpreted according to the Principles of Accommodation. University Studies requirements will be accepted in the broad academic areas of non-Western and diversity, humanities, social sciences, natural and physical sciences, and fine and applied arts.

A course designated as fulfilling a University Studies, diversity, or non-western requirement at another UW institution will transfer as the same at UW-Superior; whether or not UW-Superior has a direct course equivalent. In general the Transfer Specialist will award the appropriate credit earned from the transfer institution. Courses completed by UW System transfer students will transfer in accordance with the course equivalency in effect when the course was taken.

Transfer credit received from an institution that uses quarter credits will be converted from quarter credits/units to semester credits. A quarter credit is equated to .666 or 2/3 of a semester credit. Thus a course for 4 quarter credits would be changed to 2.67 semester credits when transferred to UW-Superior. Those courses that transfer converted from quarter credits will satisfy course requirements provided they fulfill 2/3 of the requirement. For example, if a course transfers in as 2.67 credits and the University Studies requirement is 3 semester credits, the transfer course will satisfy the requirement. Transfer courses from other types of systems that meet at least two thirds of the required credits of a course will meet the requirement. Transfer courses that do not meet 2/3 of the credit requirement must be approved through the Credits and Reinstatement Committee to satisfy the requirement. Any course used in this way will meet only the course requirement. Overall credit requirements for majors/minors must still be fulfilled.

Academic credits with a grade of D- or higher will transfer to UW-Superior. Certification or programmatic requirements may require a higher level of proficiency in core courses. Two semesters of college writing courses must be completed with a grade of C- or higher to be accepted for transfer. Some degree programs require at least a "C" or higher in order to fulfill a CORE or program requirement.

The maximum number of combined transferable semester credits from a two-year college is 72. There is no credit limit on transferable credits from a four-year university. Regardless of the number of credits transferred, students still must earn 30 resident credits from UW-Superior.

UW-Superior lower-division University Studies requirements are considered satisfied for those students who have earned an associate of arts (AA), associate of science (AS), associate of arts and sciences (AA&S) degree from a University of Wisconsin System institution. Students who have earned an Associate of Art (AA), Associate of Science (AS), or an Associate of Arts & Science (AA&S) degree or the designated Minnesota Transfer Curriculum (MnTC), will have satisfied UW-Superior's University Studies requirements. UW-Superior has program-to-program articulation agreements for students who have graduated from many programs within the Wisconsin Technical College System, UW Colleges and the MnSCU system. A transfer student who has earned an Associate of Arts (A.A.) degree from a regionally accredited college or university may be determined to have satisfied the University of Wisconsin-Superior University Studies requirements, provided the A.A. degree program includes at least forty-two (42) semester credits of comparable University Studies requirements. In addition, the A.A. program must include a minimum of sixty (60) semester (or ninety [90] quarter credits) of completed course work defined as college level and designated to constitute the foundation of a baccalaureate degree. This policy does not change or nullify any existing Articulation or Transfer Agreement already formally recognized by UW-Superior. Remedial courses numbered less than 100 (1000 at some institutions) will not be recognized in transfer.

Courses that have grade, prerequisite or professional accrediting association requirements may not be satisfied by an Associate Degree. Refer to program requirements regarding specific requirements.

If a student has a previous baccalaureate degree from an accredited college or university within the United States, the student will be awarded 120 hours of transfer credit and have all University Studies requirements met. If a student has an international baccalaureate degree the student will be awarded 120 credits and may have all University Studies requirements met pending an evaluation of breath of coursework and language assessment.

Transfer students may select the pertinent catalog of entry at v which corresponds with the start of the academic year at their previous institution, or students can choose the current UW-Superior catalog at time of transfer. The catalog used cannot be more than seven years old.

Active-duty or veteran students must request their military transcript be sent to UW-Superior for evaluation for appropriate transfer credit. Depending on the branch of the military, credit may be accepted for basic training. In addition, military transcripts are evaluated for academic credit that is similar in nature to UW-Superior undergraduate curriculum and applicable to an academic program. Credit may be awarded for military experience and/or education. In awarding credit for such technical or specialized training, the recommendations of the American Council on Education are followed:

- Students whose length of service was one year or more are allowed up to six semester credits.
- A maximum of 32 semester credits may be allowed for military experience and education.

College courses taken prior to high school graduation will be accepted at UW-Superior as long as the credit is:

- Transferable
- Earned at an accredited college
- Listed on an official transcript received directly from the college.

Students who wish to discuss a transfer analysis or the manner in which a course transfers/transferred to UW-Superior may contact the Transfer Specialist, Registrar's Office.

Transcripts

A University of Wisconsin-Superior official transcript is a complete record of a student's enrollment at the university and is maintained by the Registrar's Office. An official transcript includes all undergraduate and graduate courses and includes the University seal and Registrar signature. Partial transcripts are not available.

This permanent record is considered confidential between the student and the university. No transcripts are released, except to authorized representatives within the university, without the written permission of the student. Third party requests will not be accepted. Official transcripts will be sent to the address indicated on the request.

Students can obtain an "unofficial" transcript through their E-Hive account if enrolled Fall Semester 2000 or later. For assistance with an E-Hive log-in and password, contact the Help Desk at [715-394-8300](tel:715-394-8300) or helpdesk@uwsuper.edu.

Not all institutions (colleges, employers, scholarship funds, etc.) will accept unofficial transcripts. It is up to you to verify with the receiving institution if official transcripts need to be sent directly from UW-Superior.

Electronic Transcript Request Procedure

Transcripts are ordered on line 24/7 through the National Student Clearinghouse. You can place as many orders as you like in one session using any major credit card. Your card will only be charged after your order has been completed. Order updates will be emailed to you. You can also track your order online using your email address and order number.

Your signed consent may be required to fulfill your transcript order. For your convenience, a consent form will be generated for your order that you can return to the Clearinghouse via fax, mail or as a scanned email attachment.

Orders placed after 9:30 a.m. Central Time will be processed the following business day by the University Registrar's Office. To continue and place your order online, please visit the [Clearinghouse Secure Site](#).
The Board of Regents of the University of Wisconsin System | 224 of 228

If you have further questions regarding the National Student Clearinghouse order process feel free to contact them at (703) 742-4200 or via email at transcripts@studentclearinghouse.org.

Paper Transcript Request Procedure

There are two methods that can be used via paper to request a transcript.

1. Transcripts can be ordered by completing the paper Transcript Request Form or by coming to the Registrar's Office in Old Main 139 and completing the Transcript Request Form.
 - ▣ Transcript fees:
 - ▣ \$10 Standard Processing within three business days and may be sent electronically or mailed to the recipient;
 - ▣ \$15 Rush Processing is sent the same day requested, or it may be picked up from the Registrar's Office, or sent electronically or mailed to the recipient.
 - ▣ \$25 Express Processing within the U.S. and \$50 for sending international. Orders are processed the same day requested and delivered FedEx.
 - ▣ Mail the Transcript Request form along with the proper fee to the Registrar's Office:
UW-Superior, Registrar's Office
Belknap & Catlin
P.O. Box 2000
Superior, WI 54880-4500
2. Send us a letter requesting a copy of your transcript and include the following information.
 - Name (include any other last name(s) you may have used while in attendance)
 - Social Security Number or Student Identification Number
 - Approximate dates of attendance
 - Graduate or undergraduate transcript being requested
 - Name and address of person or organization where the transcript is to be sent
 - Your signature at the bottom of the letter
 - Make check or money order payable to UW-Superior

If you have questions about transcripts, call 715-394-8227 , or email registrars@uwsuper.edu.

Note: Transcripts are sent in the time described above except for the first two weeks at the beginning or end of a semester.

Note: Paper transcripts are sent in sealed envelopes to recipients. If the seal is broken, most institutions no longer consider the transcript as official.

Note: All paper transcripts sent directly to students and alumni are stamped "issued to student". Not all institutions (colleges, employers, scholarships, etc.) will accept these transcripts as official even if they are in a sealed envelope. It is the student's responsibility to verify with the receiving institution if transcripts need to be sent directly from UW-Superior. Most institutions require transcripts be sent directly from UW-Superior to their institution to be considered official

Veteran Students

UW-Superior strives to make the transition from veteran to student as easy as possible. The university's Veteran and Nontraditional Student Center (VNSC) Coordinator, located in Old Main will assist veteran and active duty military students with requirements to be admitted and to receive veteran benefits. For information regarding the veteran's student organization, advocacy and other services, contact the Coordinator, Veteran and Nontraditional Student Center, [715-394-8406](tel:715-394-8406) , in Old Main, Suite 118.

UW-Superior is an institutional member of the Service members Opportunity College (SOC), a group of more than 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As a SOC member, UW-Superior recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

Information and applications for federal veteran's benefits may be obtained online at the [U.S. Department of Veterans Affairs site](http://www.dod.mil) or through the Registrar's Office, Old Main, Room 139, [715-394-8250](tel:715-394-8250) . Veterans leaving active duty, if not applying online, must provide UW-Superior a certified copy of their discharge papers (DD214). Reservists and National Guard veterans must provide UW-Superior with an original of DD-2384 Notice of Basic Eligibility (NOBE), and, if eligible for "kicker" monies, a copy of the kicker agreement. The commanding officer of a student's unit initiates these forms.

Students who have served in the armed services MUST have an official military transcript sent to UW-Superior prior to being admitted to the institution. All enlisted officers and warrant officers, both active and veterans from all Army components, Coast Guard, Marine Corps and Navy must request an official military transcript from JST be sent to the University. Questions? E-mail jst@doded.mil. Air Force personnel should contact [CCAF](http://www.ccaf.edu) to received transcripts.

Veteran students may receive transfer credit for education and some certain specialized training programs completed while in military. To determine the course equivalency for education and training, the recommendations of the American Council on Education are followed. The American Council for Education (ACE) evaluates military training and education, and translates courses and occupations held by service members into college credit recommendations. Descriptions of the courses and occupations evaluated by ACE, along with recommended numbers of credits, are published in the [Guide to the Evaluation of Educational Experiences in the Armed Services](#) (also known as the Guide), distributed every two years to military education offices, colleges, and universities. The actual type and amount of credit awarded depends on the policies of the college or university and your academic goals. Students whose length of service was of one year or more are allowed up to six semester credits to transfer to UW-Superior. A maximum of 32 semester credits may be transferred for military experience and education.

Joint Services Transcript (JST) is an academically accepted document approved by the American Council on Education (ACE) to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations.

Military Student Policy

The policy below is to assist Veteran students who must begin classes late, leave/return to classes in mid-term or leave classes early as a result to military deployment or training.

Late Start

Veteran students, or children, or spouse of a veteran student, (already enrolled) who notify the Registrar that s/he must begin attending classes after the first day of a term, due to a military assignment, will be allowed to do so up through the 15th class day of the semester.

Late fees will not be charged to the veteran student, his/her children or spouse who make this request.

The veteran student, his/her children or spouse must provide a copy of the veteran's military orders to the Registrar and state in writing when the veteran will be released and able to attend classes.

The Registrar will send email notices to the following, notifying them of the first day the veteran student, or child or spouse, plans on attending classes for the respective term:

- Dean of Students Office
- Bursar/Cashier's Office
- Financial Aid Office
- Residence Life Office
- Faculty for all classes in which the veteran student, child or spouse, is currently enrolled

The Registrar will place an Advising hold (negative service indicator) on the veteran student, child or spouse's record to ensure s/he meets with the Veteran's Official in the Registrar's Office upon return to UW-Superior.

The veteran student, child or spouse returning from military duty shall report to the Veteran Benefits Associate in the Registrar's Office upon her/his return to discuss starting classes late and the problems associated with late enrollment. The Veteran's Official shall release the hold (upon meeting with the student).

The Bursar shall withhold any funds to the veteran student, child or spouse, until the Veteran Official has released the Advising hold.

Faculty will make every attempt to accommodate students for whom this policy applies.

Students are responsible for completing all course requirements (including any portion they may have missed).

Leave During and Return Prior to End of Term

A veteran student who receives verified military orders (copy of military orders is required) requiring him/her to stop-out for a short duration within a term may request to continue enrollment and participate in the course if:

- The student is currently passing the course
- The student has a cumulative GPA of at least 2.5
- The student will miss less than 25% of the total class days for the entire class. The student must consult with the instructor of the course to ensure all required work is completed prior to the end of the term.

Leave Before End of Term

A veteran student, child or spouse, initiating a Total Withdrawal due to verified military activation (copy of military orders) shall be given a choice to either Withdraw from all classes or receive Incomplete grades.

Withdraw from all classes and be given a full tuition refund of monies paid by the student. Students, who receive the WI GI Bill® Waiver, will not receive a refund because their tuition is waived. Students who qualify for Chapter 33 benefits will not receive a refund because their tuition and fees is paid by the Department of Veterans Affairs.

Students seeking a total withdrawal will receive W grades on their transcript, regardless of the date of withdrawal. If the military activation date is within three weeks from the end of a term, veteran students, child or spouse are allowed to request Incomplete grades. Students should seek written procedures, from each faculty member assigning an Incomplete grade, for completing any coursework in which he/she is doing satisfactory work. Incomplete grades lapse to Failing grades after one term. If a veteran student should need longer than one semester, following the semester in which the Incomplete was given, to complete the work; s/he should consult with the faculty member who assigned the Incomplete grade. If the student and the faculty member agree to extend the Incomplete deadline for another semester, the faculty member shall notify the Registrar of the extension.

In the event of immediate deployment, the Dean of Students will be empowered to act on behalf of the veteran student, child or spouse for purposes of completing withdraw procedures.

Students are responsible for completing all course requirements (including any portion they may have missed).

Registrar's Office Contact Information

Registrar's Office
 University of Wisconsin - Superior
 Old Main 139
 Belknap and Catlin Ave.
 P.O. Box 2000
 Superior, WI 54880
Phone: 715-394-8228
Email: registrars@uwsuper.edu

Writing Center

- [Mission Statement](#)
- [Philosophy and Approach](#)
- [Services](#)
- [Writing Center Contact Information](#)

Mission Statement

Writing is an important part of many UW-Superior classes, with students regularly called upon to write essays, research papers, reports, and various other genres. UW-Superior offers a [Writing Center](#) to support students as they seek to become better writers. The Writing Center's mission is to engage students in conversations about ideas at any stage of their writing processes to help them become more thoughtful and engaged learners and writers.

Philosophy and Approach

The Writing Center is a place where student writers can feel comfortable trying out ideas, where their writing is not judged, and where a process of inquiry is encouraged. In a relaxed and informal atmosphere, peer consultants offer support to less experienced writers. The Writing Center sees writing as a form of problem solving in which consultants can offer strategies and suggestions that will enable students to better accomplish their work as writers. Ownership of the writing remains always with the writer.

Services

The Center welcomes student writers from all courses and disciplines, undergraduate and graduate students alike, to meet with its trained peer writing consultants to discuss ideas and to find support as they plan, develop, and revise their writing. The meetings can take place in person or online. In these free consultations, which last from 30 minutes to an hour each, consultants work with student writers on many different parts of the process of producing an effective piece of writing: searching for a topic, getting a draft started, looking for a method of organization, establishing a thesis (main point), developing clear examples to support one's points, using and documenting sources properly, revising an early draft, reconsidering the direction of a piece of writing, eliminating errors, and more.

Writing Center Contact Information

Writing Center
University of Wisconsin - Superior
Swenson Hall 1024
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8095
Email: writngc@uwsuper.edu

Addendum