

GRADUATE THESIS ADVISORS:
A DIRECTORY OF RESEARCH INTERESTS AND EXPERTISE

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Abstract

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Graduate Thesis Advisors:

A Directory of Research Interests and Expertise

Education Dr. Amy Gillett May 2002 130 pgs

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A Research Interests and Expertise Directory for graduate students is essential in making a good and informed choice of a thesis advisor. This directory lists the participating University of Wisconsin-Stout faculty eligible for thesis advising. This Graduate College directory will not only aid in finding potential advisors, but also be helpful in identifying faculty members who might contribute to a student's research.

A web-based survey was given to determine the research interests and expertise of the eligible

thesis advisors at the University of Wisconsin-Stout in the spring of 2002.

This directory breaks research interests and expertise into two separate areas. A list of thesis advisors' names, followed by their school address, email, and extension number precedes their choices of interests and expertise categories. A second section lists the category, followed by the thesis advisors who chose that selection.

The finalized directory is web-based. This directory should be periodically updated to reflect changes in research interests and fluctuations in employment. This can be done by using the same web-survey sent through the University's email system.

ACKNOWLEDGEMENTS

Thank you to all those who have seen me
through. . .

Richie, who has been the one who always
believed and never let me down.

My best buddies, Molly, Jake and Rellie.

My family and friends, Mom and Dad, and
especially Pam and Tom, for all the love and great
meals.

Jeremy, who is always there to rescue me, even
when I was lost on the road.

Dr. Amy Gillett, who is a role model to all
aspiring teachers.

Through adversity, comes strength.

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CHAPTER 1

Introduction

Most graduate students at the University of Wisconsin-Stout must eventually choose a thesis advisor. For some this is an easy process facilitated by having been in the system for many years. The student may have become familiar and comfortable with a professor and turn to him or her when the time comes to choose a thesis advisor. However, for a newcomer to the University, the process is much more daunting. Many questions arise while confusion and anxiety abounds. This paper is to be used as a guideline by graduate students of the University of Wisconsin-Stout, enabling them to become an informed advisee.

The Research Interests and Expertise Directory will guide students through important steps of their research thesis. Included in this directory will be a quick reference page of all eligible thesis advisors with their department and extension numbers, answers to some frequently

asked questions, and lastly a section, cross-referenced, with faculty research expertise and interests.

With a plethora of advisors to choose from, it is extremely important for students to make an educated decision and feel comfortable with their choice of thesis advisor. Although it is possible for students to change their advisor during the writing process, it is an option that most people would like to avoid. There are a few stories of students changing advisors as many as five times during their thesis. This is not advantageous for anyone involved. Most students and advisors do not have time to waste with poor matches. Finding a compatible, knowledgeable, qualified, and available advisor will be made easier with a directory such as this.

The search for an advisor should begin as soon as you develop an interest in a topic that you want to explore. Using this directory, a student would have access to a general topic to find the listing of advisors who have expertise in this field. Students then could break down the topic to

a more specific area of interest and look for the category that would fit their need. If a student is interested in one specific advisor, he or she may research the name and cross-reference it with the desired topics.

The student should investigate the strengths and weaknesses of the potential advisor's. Does the advisors strength lie in statistical analysis, qualitative or quantitative information, or is their strength in instrument design? The advisor strengths should compliment the student's weaknesses. If the student needs a person to walk them through the process step by step, they would not want to choose an advisor who expects the student to meet with them infrequently only as needed for fine tuning the final project. The opposite could also be true; an independent student might be very disheartened by pairing up with an advisor who is a real taskmaster.

The expectations of advisors can vary greatly and need to be discussed in the initial meeting. The research advisor will help the student in formulating the research problem, planning the

instrument and methodology, as well as assessing the writing for completion. Knowing the advisor's expectations early will aid in a successful match the first time, thus avoiding unwanted delays and making more efficient use of time.

This directory will be a listing of the faculty in its entirety whether they are part-time, full-time, administration, or adjunct who are eligible for thesis advising. To complete this task, a mass e-mailing to all staff and faculty will take place using the University system's e-mail. If there is any faculty member who does not respond and who is listed with the graduate college as eligible, a follow-up phone call will be made to establish contact.

Problem Statement

A Research Interests and Expertise Directory for graduate students is essential in making a good and informed choice for a thesis advisor. This directory will list the entire University of Wisconsin-Stout faculty eligible for thesis advising. A Graduate College directory will not only aid in finding potential advisors, but also

be helpful in identifying faculty members who might contribute to a student's research.

The faculty at the University of Wisconsin-Stout will be surveyed via e-mail in the spring of 2001, on the subject of their choices for potential advising.

Objectives

A survey will be taken to determine the research interests and expertise of the eligible thesis advisors at the University of Wisconsin-Stout. This will then be cross-referenced through themes and a directory prepared.

Definitions

The directory will break research interests and expertise into two separate areas. In organizing this section, guidewords and categories will be used to formulate these areas. Guidewords will list general sections as points of reference. Categories will break down these guidewords into more specific areas.

Assumptions

The mass e-mailing will require that only those who are eligible to advise need reply. This

will require faculty to keep abreast of their e-mail and respond in a timely manner.

Limitations

The only foreseen limitation that may arise would be the possibility of faculty not responding, which could hinder the collection of data. This limitation will be minimized by direct follow-up made in person or by phone, as needed to complete the survey.

CHAPTER 2

Review of literature

In 1991, the original decision was made to create a directory to help graduate students at the University of Wisconsin-Stout find thesis advisors (Law, 1991). Due to errors and omissions, the Graduate College updated the directory in 1992 (Graduate College, 1992). There have been no further updates in this directory since 1992. When perusing this document, it is apparent that it is severely outdated. Much of the faculty listed are no longer with the University of Wisconsin-Stout. These advisors have retired, resigned, or passed away. No one hired after the printing of this directory in 1992, has representation in this directory. It is imperative for thesis students to be able to make an informed decision when choosing an advisor. This directory will afford all graduate students that opportunity.

This chapter will answer some frequently asked questions that advisees may have regarding choosing a potential thesis advisor. It will explain the types of thesis plans offered at University of Wisconsin-Stout.

In addition, it will include a list of academic advisors and programs offered at Stout and areas of concentration within these programs.

Finally, it will include copies of the Graduate College's packets necessary for completing either a Thesis plan A or B. (Appendix A, B) (Graduate College, 2001b; 2001c).

According to the *University of Wisconsin-Stout 2000-2001 graduate bulletin*, there are fourteen different Academics Programs offered at the master's degree level. These programs and their concentrations are listed below. These will be the guidewords used for the directory.

Applied Psychology

Industrial/Organizational

Program Evaluation

Health Psychology

Education

Food and Nutritional Sciences

Food Science and Technology

Human Nutritional Science

Food and Nutritional Management and

Marketing

Guidance and Counseling

School Counseling

Elementary School Counseling

Secondary School Counseling

Mental Health Counseling

Home Economics

Early Childhood

Apparel Design, Manufacturing and Retailing

Family and Consumer Education

Family Studies and Human Development

Hospitality and Tourism

Hospitality

Tourism

Global Hospitality Management

Industrial/Technology Education

Management Technology

Marriage and Family Therapy

Risk Control

School Psychology

Training and Development

Vocational and Technical Education

Teaching

Administration

Local Vocational Education Coordinator

Marketing Education

Special Needs

Vocational Rehabilitation

Rehabilitation Counseling

Rehabilitation Faculty Administration

Vocational Evaluation

School to Work Transition

(University of Wisconsin-Stout, 2000-
2001, p.22-39)

These academic programs and their concentrations and themes will be guidewords when collecting and formulating the directory. Additionally, subcategories will be developed to be inclusive for options in the directory. According to the Graduate College (2001a), they provide a list to all incoming graduate students to inform them of possible thesis advisors. Included is the current list of academic advisors (Appendix C).

The category words will be established prior to the e-mail survey.

CHAPTER 3

Methodology

Introduction

This chapter will include a discussion of the sample selection to be surveyed, a description of the method of data collection, details regarding the instrument selection and the procedure for data analysis. Assumptions and limitations that might be encountered are also reviewed.

Sample Selection

To ensure a complete and current list of approved advisors a mass e-mailing will be done to the entire faculty at Stout and request responses of those who are accepted by the Graduate College to advise. Participants will be cross-referenced with the Graduate College's list of approved advisors to ensure accuracy.

Instrumentation

The instrument to be used to collect the necessary data will be a survey request e-mailed via the University of Wisconsin-Stouts e-mail system. This will then connect them via a hyperlink to the Website to complete the survey. The e-mailed survey request will be completely

inclusive of all part-time and full-time faculty and staff of Stout. It is designed to obtain the interests and the expertise of all eligible graduate thesis advisors.

Data Collection

An initial e-mail will be sent out to the entire faculty and staff via the University of Wisconsin-Stout e-mail system. This will inform the recipients of the impending survey and the importance of the need for the advisors to complete the survey in a timely manner.

The survey will be e-mailed and data collected via a website which will then be cross-referenced through names and categories. A reminder will follow up this survey to initiate any unresponsive participants to return the survey. Finally, a thank-you will be sent, again via e-mail, to all participants involved.

After the responses from the faculty, the names will be reviewed and compared with the list supplied by the Graduate Office. At this time, any obvious omissions will be followed up by final email request or telephone call as necessary.

Data Analysis

The survey data will then be cross-referenced through proper names and categories selected in expertise and interest for the directory.

Assumptions

All advisors need to use their University e-mail and be proficient enough in its use to send back the survey. The University of Wisconsin-Stout e-mail system will be an effective method of collecting the data, assuming the system is working correctly throughout the entire process.

Limitations

If any faculty at the University of Wisconsin-Stout does not respond via e-mail, the follow-up plan should be sufficient to alleviate this void. The plan to follow-up via telephone or in person will enable the data to be collected in its entirety.

CHAPTER 4

Results

The original email was sent to all faculty and staff via the university bulk email system on April 1, 2002. Additionally, there were four subsequent emails sent to increase the response rate. Cross-referencing of the respondents to the established Graduate School list of approved thesis advisors was done. A final email was sent to those advisors who had not responded.

As of May 10, 2002, there were 102 participating thesis advisors. This is approximately 50% of the names from the Graduate Schools list. Several people chose not to participate and emailed the researcher with their intent. Several more emailed and indicated they were either leaving the University, retiring, or no longer advising students for thesis research.

The ultimate goal of this research was to establish a web-based directory to help graduate students better select an advisor for their thesis work. The finalized directory can be found at the following website:

<http://www.uwstout.edu/grad/advisors/>

An example of this directory is included.
See Appendix D.

Summary

Although not all approved thesis advisors responded to the survey, the basis for a directory has been established. The ease of access to this directory should give graduate students the ability to make an informed decision on their choice of advisors. The web-based ability to update this directory should facilitate thesis advisors to add and delete information as needed. Additionally, the Graduate School has the ability to make changes in the directory to reflect employment fluctuations.

Follow-up for this survey was achieved via the university's email system that guaranteed delivery with a receipt exchange, therefore eliminating the need for direct contact. The survey was simple in its directions and minimized problems for respondents. The two problems that arose were caused by the respondents not reading the directions and failure to fill in the required fields. The latter problem can be solved by

setting a default within the program itself or using a tab selection within the program field.

After the initial survey was sent out and the lack of responses discovered, the subsequent requests were sent out via the researcher's email which was much more effective than the school's bulk email, which apparently was ignored by much of the faculty.

Recommendations

This directory should be updated yearly to accommodate the changes in thesis advisors. The same survey can be used by the Graduate School with updating of the theme words to reflect the changes in the university's course offerings. By keeping this directory on a website, it can easily be accessed by all prospective thesis students. This directory could also be used by undergraduates seeking input into their research projects and interests.

The subsequent surveys should be mailed to thesis advisors via the Graduate Colleges email to avoid the problem of advisors deleting the survey before it is even read. Cross-referencing of the list should be done to guarantee complete

response. It also might be suggested that advisors who have problems with the technology should print out a hard copy of the survey, fill out required fields and mail it directly to the Graduate College for data entry.

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APPENDIX A

Administrative Procedures for

Preparation of a

Thesis Plan A

Administrative Procedures for

Preparation of a

THESIS (PLAN A)

- Contents:**
- (1) Student Progress Sheet**
 - (2) Graduate Application for Diploma and Commencement Card**
 - (3) Instructions for Thesis (Plan A)**
 - (4) Guidelines for Graduate Research Expectations at UW-Stout**
 - (5) Computer Education & User Services**
 - (6) Appointment of Research Advisor/Chair and Committees**
 - (7) Protocol for Conducting Research Involving Human Subjects at UW-Stout**
 - (8) Protection of Human Subjects in Research Form**
 - (9) Application for Degree Candidacy**
 - (10) Format of Research Reports**
 - (11) Format for Title Page**
 - (12) Abstract Format Sample**
 - (13) Submission of Final Research Report Form**
 - (14) Employment Survey Form**

**University of Wisconsin-Stout
The Graduate School**

**Revised
September 2001**

NOTE: This packet was prepared according to current policy and information available as of September 2001 and all information is subject to change. **Please check with the Graduate School at the start of your last term concerning any possible changes.**

Student Progress Chart

The following is an outline of the steps which each graduate student should follow to ensure that they will complete all university requirements and receive their degree on time. The forms which are required can be obtained from either your program director or the Graduate School.

- 1) Received a letter of admission into the program in which you are pursuing a degree.
- 2) Meet with your program director to develop your preliminary program of study.
- 3) Register for your classes each term.
- 4) Meet with your program director to decide on a preliminary research topic and choose your research advisor before registering for your research paper.
- 5) Complete the Appointment of Research Advisor/Chair and Committee form and turn in to the Graduate School.
- 6) Complete UW-Stout's web-based Human Subjects Training, www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. Complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsbjform.doc and print. **Handwritten forms will not be accepted. Send or take the form with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall.** Keep a copy of what you submit for your records.
- 7) Upon notification of approval from the IRB, research can then begin.
- 8) Near the end of your program but several months prior to filing your Application for Diploma and Commencement, complete the Application for Degree Candidacy form. A final program plan and current transcript must accompany this form and if you are planning to transfer in courses from another institution the Request to Transfer Credit form must also be attached.
- 9) At the beginning of the term in which you expect to graduate you should complete the Application for Diploma and Commencement card. The \$30 graduation fee will be billed to you from the Student Business Services Office this may not be in the term you file for graduation.
- 10) Near the end of the term you expect to graduate, if you have fulfilled the program and Graduate School requirements, obtain instructions for graduation ceremony from the Dean of Students Office.
- 11) Submit one copy of the approved research report, an electronic version, abstract, and Submission of Final Research Report form to the Graduate School. Make sure instructor turns in your grade to Registration & Records. If micro-processing fee has not been paid it is due at this time. **The deadline for the submission is 4:00 p.m. on the final day of class in the term in which you wish to graduate.**
- 12) Supply information for placement credentials to the Placement and Co-op Office. This should be done during your last term of enrollment.
- 13) Receive diploma from the Registration and Records Office. The diploma will be sent two to three months after all records have cleared and all fees have been paid.

GRADUATE APPLICATION FOR DIPLOMA AND COMMENCEMENT

IMPORTANT: This form must be filed with the Graduate School within two weeks of the beginning of the term in which you expect to finish all degree requirements, including the filing of your research report. (THIS CARD IS NOT TO BE USED FOR JUST WALKING ACROSS THE STAGE AT COMMENCEMENT.)

NAME: Print name exactly as you wish it to appear on diploma and Commencement Program.
(DO NOT PRINT IN ALL CAPS)

IDENTIFICATION NUMBER:

First Middle Last Stout I.D. or Social Security No.

NAME (If different from above) AS IT APPEARS ON STOUT RECORDS: _____

ADDRESS FOR MAILING DIPLOMA* (If this box is checked ☐ this is also my permanent home address):

Street City State Zip Country (If International)

CITY, STATE/COUNTRY to be listed in Commencement Program

DAYTIME TELEPHONE NUMBER: _____

City State Country (If International) E-MAIL ADDRESS: _____

DATE OF EXPECTED GRADUATION

(Circle month, fill in year)

Jan May August December 20 _____

DEGREE Circle one: M.S. Ed.S. (If two majors, complete one card for each major)

MAJOR: _____

Concentration: _____

DO NOT MAKE ENTRIES BELOW THIS LINE

FOR OFFICE USE ONLY

ENT'D. ON GRAD LIST:
REQTD TRANSCRIPT:
TRANSCRIPT RCD:
DEGREE CAND:
ADVISER/CHAIR:
COMM MEMBER:
COMM MEMBER:
MICROPROCESSING FEE:

DELETE LETTER:

Check Sht.: TO ADVISER:
" " FROM ADVISER:
A B D FP FS:
ABSTRACT:
LIBRARY RELEASE:
DISK:

SUP CRS DSCPT:
DEGREE AWARD ENT'D:

grad intent (s:wd 10-01)

*Note: Diplomas are mailed about 2 months after the end of the term. This address is used only for mailing of diploma unless you have checked that is also your permanent home address

INSTRUCTIONS FOR THESIS (PLAN A)

1. Select a General Area of Study and a Thesis Adviser

- A) Discuss with your Program Director at least three general problems, any of which you may wish to use as a thesis topic.
- B) Work with your Program Director to decide on a possible research advisor. Approach the possible research advisor with the possibility of being your research advisor, with your research possibilities, or if they have some related research topics appropriate for a thesis topic. You both must agree on the possibility of working together. Secure the approval of the chairperson/supervisor of the department in which your proposed research advisor is housed. If he or she feels that faculty member is too busy, then they may suggest an alternate choice, who then must be approved by your Program Director. Be sure that the research advisor is willing to serve, and has the expertise related to your research area.

2. Obtain a Thesis Committee

- A) With your research advisor, develop a proposed thesis committee. The committee must have a minimum of three members, one of whom must be from another department. Members should be drawn from the Graduate Faculty with expertise in terms of your thesis topic. (A list of current Graduate Faculty is available in the Graduate School).
- B) Complete the **Appointment of Research Advisor/Chair and Committee form**. Make sure that you obtain the signatures of all committee members. Faculty members have the option of serving or not serving in terms of time available. You also must get the signatures of the chairpersons/supervisors of the departments in which the committee members serve. If the chairperson/supervisor feels the assignment is not appropriate, he or she may suggest an alternate.
- C) After the committee chair, the committee members and their department chairpersons/supervisors have signed the form, take it to your Program Director for signature indicating his/her final approval of your committee.
- D) Bring the completed form to the Graduate School. The Coordinator for Graduate Studies will review the form, approve, and formally appoint the committee. Copies will be distributed as indicated on the bottom of the form.

3. Enroll for Thesis Credit

Enroll during the term(s) in which you are actually working on the study. Enrollment may be for 2, 4, or 6 credits at a time. When the thesis has been completed, the total must be 6 credits.

COUN-770	Thesis-Counseling & Psychological Services - Mental Health (6 Cr.)
SCOUN-770	Thesis-Counseling & Psychological Services - K-12 (6 Cr.)
EDUC-770	Thesis-Education (6 Cr.)
FN-770	Thesis- Food and Nutritional Sciences (6 Cr.)
FCSE-770	Thesis-Home Economics (6 Cr.)
APRL-770	Thesis-Textiles, Clothing & Retail Marketing (6 Cr.)
BURTL-770	Thesis-Textiles, Clothing & Retail Marketing (6 Cr.)
HT-770	Thesis-Hospitality and Tourism (6 Cr.)
SPSY-770	Thesis-School Psychology (6 Cr.)
TECED-770	Thesis-Industrial/Technology Education (6 Cr.)
VTAE-770	Thesis-Vocational Education (6 Cr.)
REHAB-770	Thesis-Vocational Rehabilitation (6 Cr.)
TRDIS-770	Thesis (6 Cr.) (for other programs where the department wants to receive the credit)

- 4. Complete UW-Stout's web-based Human Subjects Training, at www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. All research advisors must complete the training prior to signing the Protection of Human Subjects in Research Form for students.

In 1975 federal legislation established a requirement that protection of human subjects involved in research be assured. This applies equally to faculty research, student research, classroom research and any other research involving human subjects. *This assurance of protection is required to precede the gathering of data, and if not secured may put the researcher at liability risk.* The all university Institutional Review Board has been in place for several years to consider research in its developmental stages and whether it has implications for human subject protection and, if so, whether adequate protection has been provided prior to the beginning of the research effort.

5. **You should propose a PLAN for conducting the study and have it approved by your investigation advisor.** Conferences for periodic checks are essential and should be scheduled to facilitate progress.

6. BEFORE PROCEEDING WITH THE STUDY

After completion of the Human Subjects Training, complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsubform.doc and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall, with required signatures and required materials attached. Keep a copy of what you submit for your records.

If it is determined that the form can be done through the expedited review process, generally the review will be completed within ten business days. If a full board review is required, it will be placed on the agenda for the next monthly IRB meeting.

Upon completion of the review, whether expedited or full board, you will be notified of the outcome electronically, followed-up with a signed paper copy. The student's research advisor (who signed the Protection of Human Subjects in Research Form) will also be notified of the outcome and will have responsibility for distributing the signed copy to the student.

7. Proceed with the Thesis

Upon notification of approval from the IRB, research can now begin. Write the Report: Be sure to refer to the pages of this packet regarding Format of Research Reports and Prepare Final Copies of Research Paper and Abstract. Conferences with the adviser should be scheduled routinely. Presentations to the committee should be arranged at appropriate checkpoints. Individual conferences with committee members should be arranged as needed. The student initiates these conferences in conjunction with the thesis advisor.

Prior to final preparation, a complete draft of the study will be presented to the Committee. Ordinarily, a final oral examination with the Committee as a whole will be held to determine final approval. Such examinations are to be posted in the Graduate School so that any interested persons may attend. Write the Thesis: Be sure to refer to Format of Research Paper page in this packet.

8. Application for Degree Candidacy

Each student seeking a degree at the University of Wisconsin-Stout is required to file an APPLICATION FOR DEGREE CANDIDACY, with program plan and current transcript attached. If you plan to transfer credits from elsewhere, the Request to Transfer Credit form(s) must also be attached. **Candidacy must be approved before the Graduate Application for Diploma card is filed with the Graduate School.** It is the student's responsibility to secure the Program Director's and College Dean's signatures before bringing the completed form to the Graduate School. The authorities within the Graduate School will review and take appropriate action.

9. Graduate Application for Diploma and Commencement Card

Students anticipating graduation must complete an application within the first two weeks of the term in which they intend to graduate. This form activates a review of your records to determine that all is in order for a prospective graduation that term. Of course, if something is found not to be in order, the Graduate School or your program director would get in touch with you. For this reason it is well to submit the form as early as possible in the term in which you intend to graduate.

The Graduate School must be notified immediately if there is a change in graduation date. **WALKING ACROSS THE STAGE AT COMMENCEMENT DOES NOT MEAN YOU HAVE ACTUALLY GRADUATED.** All

requirements for graduation must have been met, including the filing of your research paper in the Graduate School **BY 4:00 P.M. THE LAST DAY OF THE TERM.**

All students approaching graduation will be charged a one-time, non-refundable graduation fee of \$30, which is billed by the Business Office. If you have questions, please contact the Business Office.

10. Deadline for Submission of Research Paper

Graduate students will be recorded as having graduated in the academic term in which all degree requirements are completed, including the filing of a copy of the signed and approved research report in the Graduate School by 4:00 p.m. the last day of the term. Note: An academic term is either Semester I, WinTerm, Semester II or Summer Session. Graduate advisers who supervise reports will need adequate lead time for reading both prior to and after final preparation of the report. Students should inquire of their adviser about appropriate lead time to permit adequate adviser and committee review prior to the planned completion date.

11. Prepare Final Copies of Research Paper and Abstract

Each student submits an original copy of the paper of his or her research report to the Graduate School for final approval and acceptance. (A list of word processing operators is available in the Graduate School.)

- The paper **MUST** be in accordance with the standards published in the Administrative Procedures for the report.
 - a. A standard title sheet will be used. (See sample copy in this packet)
 - b. Prepare a typed copy of the Abstract to be included as a part of the research paper. Length of the abstract is limited to 600 words. The abstract must be **DOUBLE SPACED** using the same margins as for the balance of the paper. (See Abstract Format Sample in this packet.) The completed form shall be collated within the report and shall immediately follow the title page.
 - c. If a foldout is essential, it should be sectionalized for reproduction as separate 8 1/2 x 11 inch pages. Be certain that copy does not extend into the minimum margins on any margin of the paper.
 - d. Because appendix materials are frequently reproduced from other sources, care should be taken to see that these materials are legible and complete as accepted for scanned documents. If appendix materials are marginal, consideration should be given to omitting the questionable material or to re-scanning. Appendix materials should be the same quality as the rest of the text, and must not be double sided. Copyright permission must be obtained for using any protected materials.
 - e. The adviser and the committee approves the study and abstract and signs the title page of the final copy of the study.
- Copy submitted **MUST** be on 20-pound paper.
- Prepare 2 originals of your research paper. (Additional copies may be requested by committee members.) **ONLY DARK PRINTED, CLEAR COPIES WILL BE ACCEPTED.** Distribution is as follows:
 - 1 Original - Retained by the student.
 - 1 Original - Turned in to the Graduate School, unpunched, in a large envelope including an electronic copy. After evaluation and acceptance by the Graduate School, the copy is forwarded to the Library Learning Center to be mounted on their Web Page.
 - (Vocational Rehabilitation Students: See your investigation adviser regarding the number and distribution of final copies in addition to the above.)
- Original copy **MUST** be produced by computer.

The finished paper **MUST** be printed on a laser printer, ink jet printer, or typeset; **DOT MATRIX IS UNACCEPTABLE.** (Computer Labs are located in the Library Learning Center and 184 Micheels Hall. Laser printers are available for a fee per page).

- An electronic version of the final research report **MUST** also be submitted either on a PC formatted CD-Rom, Zipdisk, or floppy in Microsoft Word (6.0 or higher) or in portable document format (Adobe Acrobat). A Macintosh formatted disk will **NOT** be accepted.
- The submitted disk **MUST BE A SINGLE FILE** that matches the print copy of the research report (including all scanned appendices if necessary).
- Please label the disk with your name, ID number, Graduate Program, and Research Chair. The research paper which is turned in to the Graduate School will be forwarded to the Library Learning Center for cataloging and converted to PDF format, and then returned to the chair of your research committee for his/her file. The online thesis in PDF format will be available through a link from the Stout Library Catalog record.

AWARD OF THE GRADE IS THE RESPONSIBILITY OF THE RESEARCH ADVISER, WHO WILL FORWARD THE GRADE TO THE REGISTRAR'S OFFICE.

12. Submission of Final Research Report Form

At the time of submission of the final copy of your research report to the Graduate School, you will need to include a signed copy of the "Submission of Final Research Report" form along with your electronic version.

13. Micro-Processing Fee

All graduate students will be assessed a micro-processing fee of \$50 for the deposit of their research report in the Library Learning Center. The micro-processing fee normally will be billed by the UW-Stout Business Office after a student has completed 20 credits. If the fee has not already been billed at the time you file for graduation or submit your research paper, you will be billed for it then and must make payment to the UW-Stout Business Office at that time.

14. Binding of Research Study

On an *optional* basis a service is available to have one or more copies of your research report bound. You may arrange for this in person or through the mail with:

University of Minnesota Bindery
Attention: Thesis Binding, Room 180
2818 Como Avenue S.E.
University of Minnesota
Minneapolis, Minnesota 55414
Phone: (612) 626-1516 or 0507

They have choices of color and choices of fabric. The usual price is about \$14.00 per volume. They also do photo copy work. Note: Whether you have extra copies of your research report bound or not, the unbound, unpunched copy turned in to the Graduate School is the official one for purposes of approval and certifying your degree completion.

15. Copyrighting information can be obtained in the Graduate School.

GUIDELINES FOR GRADUATE RESEARCH EXPECTATIONS AT UW-STOUT

Adopted May 17, 1991, at the
General Meeting of the Graduate Faculty

General Principles

1. In both Plan A (M.S. theses) and Plan B (M.S. problems, M.S. field projects, M.S. field problems) research, appropriate methodological applications and designs will be applied.
2. The level of analysis should generally be more sophisticated in Plan A research than in Plan B. However, regardless of the plan followed, the level of analysis required in the study should not exceed the level of understanding that the student has been prepared to use.
3. In both Plan A and Plan B research, recognition of errors in the execution of the study should be noted in the analysis or conclusion, and the impact such errors have on the conclusions discussed. These errors need not place a student in jeopardy of having the work rejected, but they must be recognized.
4. Papers must be presented in appropriate form with correct spellings, appropriate sentence structure, format, and citation of references.
5. Students should not initiate any data gathering until the design has been discussed with the advisor and approved. Generally, this should not start until after the student has completed at least one course in research.

Plan A (Thesis & Ed.S Field Study)

In order to qualify as a thesis the paper must contribute to the body of knowledge. It should be characterized by at least one of the following criteria:

1. Results that generalize beyond the scope or sample of the study. This may be determined by the extent and method of sampling followed in the study. If the sampling process seems limited it will be expected that the student demonstrate an awareness of the limitations of the sample and defend the representativeness of the sample as it pertains to a population. A pilot study may precede the main study.
2. Review and critical analysis of research using a meta-analysis procedure.
3. Review and analysis of research using a critical science procedure.
4. Analysis of either national or regional or unique data sets from which new knowledge is derived.
5. Replication research to confirm or extend previous studies.

Plan B (Problems, Field Problems & Field Projects)

1. The study may be a replication (with proper acknowledgment) in a local setting, e.g., school, business, organization of a published study.

2. The study may be test development including field testing.
3. The study may be a review and critical analysis of research/literature in a selected area.
4. The study may show application of scientific methodology and principles to solve a problem in a local school, business, and other social or governmental agencies. Generalizability of the results would be limited and probably applicable only to that site. It may be viewed as a case study.
5. The scope of the study may be a pilot study.
6. Studies whose results are primarily useable in a single setting, e.g., studies using only students at UW-Stout or institutional research about Stout, or an analysis of existing data in local databases would be acceptable.

Expected of Graduate Students

1. Have the primary responsibility for designing, conducting, and reporting the research.
2. Must exert an effort to establish a climate of mutual respect and reciprocal communication.
3. Must, if their research involves human subjects, complete the appropriate certification process prior to the collection of any data. (REV 9/01)
4. Must submit a detailed timetable for completion of the research project to the advisor/committee.
5. Must have and demonstrate the ability to communicate ideas in writing.
6. Must have a basic understanding of data analysis.
7. Must submit required drafts in accordance with the agreed upon time frame, and must submit the finished document in appropriate form in time for the advisor/committee to read.

Expected of Research Advisors

1. Must exert effort to establish a climate of mutual respect and reciprocal communication.
2. Must have a meeting with the student to approve the design of the study and the paper prior to its initiation, and to discuss advisement expectations of the student.
3. Must complete the appropriate certification process which relates to the use of human subjects in research. (REV 9/01)
4. Must be reasonably available for consultation in accordance with the agreed upon time frame. Note: the Graduate Student Council recommends the equivalent of one scheduled hour per week.
5. Must provide written feedback to students on drafts of the paper in accordance with the agreed upon time frame.
6. Must provide assistance with data analysis, or direction to knowledgeable sources, and should provide suggestions on how the results can be used in framing conclusions.
7. Must assist with the integration of the findings with prior research.

8. Should guide in the technical writing of the paper.
9. Must review the paper before final submission for proper format.
10. Must read the finished paper, giving final approval by signing the cover sheet, and assigning a grade.

Expected of Department Chairs

1. Track numbers of advisees per graduate faculty.
2. Determine release time for faculty thesis advisors.
3. Collect aggregate thesis completion data and data per advisor of thesis advisees by attempt versus completion.
4. Advisement incorporated into performance evals.
5. Approve research advisors.
6. Allocate advising resources appropriately.
7. Balance the research advising load in department.
8. Encourage and facilitate the involvement of department faculty in research advising.
9. Advise students regarding availability and expertise of a department faculty for research advisement.
10. Approve the appointment of department faculty as research advisors.
11. Monitor instructional load assignment for graduate research advisement of department faculty.
12. Encourage and facilitate the involvement of department faculty in research advising which may include consideration of research advisement into performance evaluations as specified by faculty performance objectives.
13. Incorporate the need of research advising into departmental resource allocation.
14. Inform students of departmental requirements for completion of research course requirements.

Expected of the Program Director

1. Advise student regarding potential research advisor.
2. Advise students regarding completion of research requirement within program.
3. Advise students regarding thesis credit registration.
4. Advise students regarding feasibility of type of research project, such as Plan A versus Plan B, or descriptive versus test design, etc.
5. Advise students regarding completion of the research request within the total program plan.

6. Approve topic relatedness to professional field.
7. Approve research problem and design of research.
8. Advise students regarding process of registering for the research component and the necessary steps in the assignment of the research advisor, approval of the research plan, and the protection of human subjects.

Expected of Thesis Committees

1. Must schedule a meeting with the student at the outset to:
 - a. review the responsibilities of both the committee and the student.
 - b. assist in refining and approve the research design.
 - c. plan a time line for completion of the paper.
 - d. discuss the value of the research and avenues for dissemination.
2. Should provide timely written feedback to student on drafts of each chapter.
3. Must be reasonably available for consultation either individually or collectively in accordance with the agreed upon time frame.
4. Must schedule and participate in an oral examination upon conclusion of the research, and provide feedback regarding the student's command of the subject matter.
5. Must read the finished paper and will give final approval by signing the cover sheet of the research paper.
6. The committee chair will determine the grade for the research paper, with input from the committee.

Outcomes Expected of Graduate Student Research

1. Provide for and maintain care to protect human subjects in research.
2. Demonstrate ethical behavior and proper conduct in the execution of research.
3. Demonstrate an understanding of data analysis commensurate with the research proposal.
4. Demonstrate an understanding of how new knowledge is created within their own field.
5. Demonstrate an appreciation and understanding of different approaches to the development of knowledge, e.g., empirical, experimental, developmental, qualitative, quantitative, etc.
6. Demonstrate the ability to be a critical consumer, e.g., understanding potential design flaws, biases, etc., that may be reported either in the popular press or in discipline-specific journals.
7. Demonstrate an understanding of judgements and decisions that are made in the execution of a study and the subjectivity that is present even in highly controlled studies.
8. Demonstrate the ability to synthesize and summarize research findings in written format, and address and solve problems.

COMPUTER EDUCATION & USER SERVICES

MILLENNIUM HALL

Director	232-2130
Statistical & Research Consultant.....	232-1638
Systems Programmer.....	232-2501
Campus Computing Lab Supervisor.....	232-5007

Following is a list of services provided by Computer Education & User Services to graduate students completing the statistical analysis portion of their Plan B, Plan A (thesis), or field study. These services are also provided for undergraduate students, faculty or staff who need assistance while conducting research.

1. **FORMAT (DESIGN) OF INSTRUMENT**

Surveys or questionnaires can be designed to make data collection easier for the respondent and data entry more efficient for the computer center. The Statistical Consultant is not concerned with the content of the questionnaire; however, format, spacing, order of questions, or directions may be changed if it will facilitate data collection and/or data entry. This should be done BEFORE a final printing of all surveys is done. Some projects involve collecting several different types of results/scores from each subject; assistance will be given in developing a suitable chart for recording this data.

2. **STATISTICAL ANALYSIS**

After consulting with their research advisor, students should have firm ideas about which statistical procedures are necessary. The graduate student should schedule an appointment with the Statistical and Research Consultant to drop off surveys or data to be analyzed, and to discuss the types of statistical analysis to be done. Discussions with the Statistical Consultant will affirm their choices and/or determine additional procedures. If a graduate student is only in Menomonie for the day, they should call the office and explain their situation. Hopefully, an appointment can be scheduled for them on short notice.

3. **CONSULTATION AND FOLLOW-UP**

When the project is completed, the client is informed that the computer printouts and raw data are ready for retrieval. The computer printouts are extensively labeled with color-coded comments to aid in the interpretation. A color-coded project summary is also provided, which contains, in part, the critical values of requested statistical procedures. The client, with assistance from their research advisor, is responsible for interpretation of the computer printouts. If questions occur during interpretation, a meeting can be scheduled between the research advisor, the client, and the Statistical Consultant to provide a more comprehensive explanation.

Preparation of Online Surveys for Research at
UW-Stout

The University Webmaster's office (a unit of University Relations - Publications) will convert survey instruments to web documents for online data gathering. This is a chargeback service available to graduate students at a cost of \$30 per hour (billed in 15 minute increments). The average cost of a basic, no fills survey is \$30-\$60; complex scripting (conditional statements and jumps within the survey) and extremely long surveys will cost more. We'll try to give you an estimate when you provide us with your survey.

The basic process:

- You:** Contact Jeremy Bucheger, Assistant Webmaster, via email (buchegerj@post.uwstout.edu) with notification that you have a survey to convert to the web.
- You:** At least two weeks before you want to begin gathering data, provide us with an electronic copy (your final version) of your survey instrument in Word or straight text via email. Send to buchegerj@uwstout.edu. We'll do our best to accommodate your timeline, but can't guarantee our turn-around time. Please check with us to see if we can meet your requirements.
- We:** convert your survey to a web document with click-able buttons and entry fields
- We:** send you the temporary location on the web so you can review and test
- You:** review, test and modify as you wish in cooperation with Jeremy
- We:** bill you for our time at \$30/hour (basic surveys usually take one or two hours and we bill in 15 minute increments)
- You:** pay the bill in LLC 208 and give us the start and end dates for the survey
- We:** place the survey in its final location on the web and send you the address, which you then distribute to participants via email
- We:** deactivate the link on the next work day following your end date and email you an Excel spreadsheet with the survey responses

Questions?

Contact us: Barbara Button, University Webmaster
buttonb@uwstout.edu or X2284

Jeremy Bucheger, Assistant Webmaster
buchegerj@post.uwstout.edu or X1218

Office: University Publications
25 Administration Building

Rates as of February 8, 2002. Contact University of Webmaster's Office for current information.

The Graduate School
University of Wisconsin-Stout

APPOINTMENT OF RESEARCH ADVISER/CHAIR & COMMITTEE

(This form must be filed in the Graduate School before registering for any research credits listed below or if you are changing your research adviser or research chair/committee members)

Student _____ Stout I.D. # _____ ☐ Check here if this is a
(First) (Middle) (Last) change of research adviser

Address _____
(Street) (City/State) (Zip Code) (Local Phone #)

Date _____ Degree Major _____ I will register for the course:
SU 20__ FA 20__ SP 20__

Tentative Research Area _____

COMPLETE THIS SECTION IF YOU ARE REGISTERING FOR A PROBLEMS COURSE (Plan B), FIELD PROBLEM, OR FIELD PROJECT

1. Acceptance by Research Adviser: I agree to serve as the Research Adviser pending approval of the Program Director and Coordinator for Graduate Studies.

(Research Adviser's Signature) (Date)

2. Assignment of Research Adviser: The above named graduate faculty member is recommended as Research Adviser.

(Research Adviser's Department Chair/Supervisor's Signature) (Date)

COMPLETE THIS SECTION IF YOU ARE REGISTERING FOR A 6 CREDIT THESIS (Plan A), DESIGN OPTION, OR FIELD STUDY (Ed.S.)

NOTE: At least one member of this committee must be from a department different than that of the research chair.

I consent to serve on the RESEARCH COMMITTEE pending approval of the Program Director and Coordinator for Graduate Studies.

- | | | | | |
|----|---|-----------------|--|-----------------|
| 1. | _____
(Chair/Research Committee Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 2. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 3. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 4. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |

PROGRAM DIRECTOR ACTION: I approve of the above Research Adviser/Committee.

(Program Director's Signature) (Date)

GRADUATE SCHOOL ACTION: The above Research Adviser/Committee is appointed.

(Coordinator for Graduate Studies) (Date)

Copies Distributed by the Graduate School:

(1) Graduate School (2) Dept Chairs/Supervisors (3) Chair/Research Adviser (4) Program Director (5) Committee Members (6) Student

Stout Solutions • Research Services**Protocol for Conducting Research Involving
Human Subjects at UW-Stout**

1. Training (effective August 15, 2001, per Dr. Sedlak's memo to all faculty and staff via e-mail; click [here](#) to read the memo)

All faculty, staff, graduate and undergraduate students must complete UW-Stout's web-based Human Subjects Training, www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. **All research advisors must complete the training prior to signing the Protection of Human Subjects in Research Form for students.**

2. Submit Protection of Human Subjects in Research Form

Complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsbjform.doc, and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall. Keep a copy of what you submit for your records.

3. Review

When the Protection of Human Subjects in Research Form is received by Research Services, a determination will be made whether a full review or an expedited review is most appropriate. Typically, expedited review will be completed within ten working days. If a full board review is required, it will be placed on the agenda for the next monthly IRB meeting.

4. Completion of Review

Upon completion of the review, whether expedited or full board, the investigator(s) will be notified of the outcome electronically, followed-up with a signed paper copy. The student's research advisor (who signed the Protection of Human Subjects in Research Form) will also be notified of the outcome and will have responsibility for distributing the signed copy to the student.

5. Upon notification of approval from the IRB, research can then begin.

University of Wisconsin Stout
Protection of Human Subjects in Research Form
www.uwstout.edu/rps/humnsubform.doc

Directions: Individuals who have completed the UW-Stout Human Subjects Training and can prove certification are eligible to file this form. This form must be filed and approved prior to any student (undergraduate or graduate), faculty, or staff conducting research involving human subjects. Complete this form on-line and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall.

Investigator (if more than one investigator, expand this section to include information for each investigator):

Name: _____ **ID:** _____ **Daytime Phone #** _____
e-mail address: _____ **Signature:** _____

For students:

Research Advisor's Name: _____ **Department:** _____
Signature: _____ **Date of Approval** _____
Research Advisor: Have you completed UW-Stout's Human Subjects Training? Yes/No (circle one). **Training must be completed prior to approving this form.**

Project Title: _____

Sponsor (Funding agency, if applicable): _____
Is this project being supported by Federal funding? Yes _____ No _____

You must answer all of the following questions completely and attach all required forms.

1. Attach an abstract stating the objectives and significance of your proposed research (1-2 page limit).
2. Does your research involve human subjects or official records about human subjects? Yes _____ No _____
If yes, continue with this form. If no, stop here!
3. Human subjects training must be completed prior to filing this form. Have you completed UW-Stout's Human Subjects Training (<http://www.uwstout.edu/rps/hstraining>)? Yes/No (circle one)
4. When is the data collection for the research intended to begin and end? _____ to _____ * (enter month/year)
Reminder: Research cannot begin until this project has been approved by the IRB.
5. Can the subjects be identified directly or through any type of identifiers? Yes _____ No _____ If yes, please explain.
6. Special precautions must be included in your research procedures if any of these special populations or research areas are included. Are any of the subjects:

(a) minors (under 18 years of age)? Yes _____ No _____ (b) legally incompetent? Yes _____ No _____ (c) prisoners? Yes _____ No _____ (d) pregnant women, if affected by the research? Yes _____ No _____ (e) institutionalized? Yes _____ No _____ (f) mentally incapacitated? Yes _____ No _____	Does the research deal with questions concerning: (a) sexual behaviors? Yes _____ No _____ (b) drug use? Yes _____ No _____ (c) illegal conduct? Yes _____ No _____ (d) use of alcohol? Yes _____ No _____
--	--
7. Voluntary participation/consent form:
Describe the method (a) for selecting subjects and (b) for assuring that their participation is voluntary. If subjects are children and they are capable of assent, they must give their permission, along with that of their parent, guardian, or authorized representative. NOTE: A school district cannot give permission or consent on behalf of minor children.

8. **Procedures:** Describe how subjects will be involved in detail, especially if the study involves false or misleading information to subjects or withholds information such that their informed consent might be questioned or if the research uses procedures designed to modify the thinking, attitudes, feelings, or other aspects of the behavior of the subjects.
9. **Confidentiality:** Describe the methods to be used to ensure the confidentiality of data obtained.
10. **Risks:** Describe the risks to the subjects and the precautions that will be taken to minimize them. (Risk includes any potential or actual physical risk of discomfort, harassment, invasion of privacy, risk of physical activity, risk to dignity and self-respect, and psychological, emotional, or behavioral risk.) Also, address any procedures that might be different from what is commonly established practice for research of this type.
11. **Benefits:** Describe the benefits to subjects and/or society. (These will be balanced against risk.)
12. **Attachments to this form: (NO ACTION WILL BE TAKEN WITHOUT THESE FORMS)**
 - a) Abstract of the proposed study, as requested in number one.
 - b) Consent form(s). Form(s) should include explanation of procedures, risk, safeguards, freedom to withdraw, confidentiality, offer to answer inquiries, third party referral for concerns, and signature (only if the subjects can be identified by any means. If the survey is strictly anonymous, then a signature is not required). Sample consent forms are available from Research Services.
 - c) Questionnaire/Survey Instrument. Also, if the survey is being conducted verbally, a copy of the introductory comments and survey questions being asked must be attached to this form. If the survey is a published/purchased instrument, a photocopy of the complete survey will suffice.

The project or activity described above must adhere to the University's policies and institutional assurance with the U.S. Department of Health and Human Services regarding the use of human subjects. University review and approval is required. **REMINDER: You are in violation of UW-Stout, UW System, and federal government policies if you begin your study before IRB approval is obtained.**

*Projects that are not completed within one year of the IRB approval date must be submitted again. Annual review and approval by the IRB is required.

Institutional Review Board Action:

_____ Project approved through expedited review.

_____ Project approved through the full review process; date of Board meeting: _____

_____ Additional information or minor modification is requested. Please see attached instructions and resubmit.

_____ Project not approved at this time.

Signature: _____
 Institutional Review Board Chair or Designee / date

For office use only	
GRD CRDTS	
GRD GPA	
Computer	
Copy	

University of Wisconsin-Stout Graduate School
APPLICATION FOR DEGREE CANDIDACY

Student _____ Stout I.D. # _____
(First) (Middle) (Last)

Address _____

(Street) (City/State) (Zip)

Master's/Ed.S Degree with a major in _____

Expected Outcomes of the Graduate Residency Experience:

Expected Outcomes of Life Without Residency Experience:
Residence for purposes of graduate experiences refers to those experiences offered on campus and includes those experiences supervised or taught off campus by the resident faculty as part of their contractual load. As used in this sense, it is not related to the resident status for financial purposes based upon whether one is a resident of the state. Among the traditional tools for maintenance of quality in graduate programs is the requirement for a period of full-time residence in the University community. The period of residency is expected to permit the following:

Peer Group Interaction: The student, during this period, has an opportunity to interact with a group of graduate students from diverse backgrounds who are engaged in the common pursuit of intellectual maturity, leadership capability and professional competence.

Professional Role Models: During this period, the student has an opportunity to observe the practices and attitudes of a number of scholarly role models. Techniques of interpersonal interactions, professional approaches and attitudes toward the disciplines may be observed. While other role models are readily available in professional settings, the scholarly role model may be less easily accessible outside of the University community.

Opportunity for Reflection and Integration of Knowledge: The process of achieving intellectual and scholarly maturity may be facilitated by the provision of adequate time for reflection and self-analysis. Ideally, the period of residency would provide a time during which the student is less committed to the objective requirements of employment and career development, and permit focus of attention on personal and intellectual development.

Access to Facilities: For certain graduate learning experiences, access to laboratory facilities, to the expertise of personnel, to adequate library facilities and ready access to program and research advisement is necessary.

Evaluation: This period provides an opportunity for observation and evaluation continuously over a period of time, of the student's growth and capability. These observations and evaluations are made by several faculty members who are experienced evaluators of graduate students. The extended observation, the participation of several independent observers in the evaluation and the criteria established by individual faculty members after repeated interaction with a number of graduate students are important components of this evaluation process.

Social Interaction: The opportunity for interaction in an informal setting is provided for in a variety of informal settings by the University community. Conferences, workshops, dances, picnics and homecoming activities are a few examples of activities that provide an opportunity for graduate students to interact informally with each other, faculty and staff. This provides both the student and faculty the opportunity to enrich themselves through informal interaction with each other.

Quality Course Work: The content, evaluation, standards and apparent effectiveness of learning experiences offered by regular members of the faculty on campus are potentially subject to continuous scrutiny by colleagues in the department. At initiation, as well as at other times when change is recommended, proposals for courses are examined by the University-wide curriculum committee. This opportunity for extended professional consideration provides a nurturant atmosphere for the continuous development and improvement of excellent graduate learning experiences. Opportunities for integrating a variety of learning experiences which are complementary to the program are provided. Such professional interaction is characteristic of the scholarly community and may be expected to enhance, over time, the quality of learning experiences offered by members of the University faculty.

I have read the expected outcomes for graduate residency experience, the degree candidacy policy and I certify by my signature that I have met these requirements and therefore now make application for candidacy. **MY COMPLETED PROGRAM PLAN ALONG WITH A COPY OF MY UW-STOUT UNOFFICIAL GRADUATE TRANSCRIPT IS ATTACHED TO THIS FORM.** If appropriate, the transfer form of graduate courses taken at other institutions which I plan to use in this program is attached also.

(Student's Signature)

(Date)

Recommendation by Program Director and College Dean:

_____ Residency Requirement has been met in accordance with above Residency statement
 _____ Candidacy recommended
 _____ Candidacy not recommended

(Program Director)

(Date)

(College Dean)

(Date)

Graduate School Action:

_____ Candidacy granted. Earliest courses are valid through _____
 Graduation will be contingent upon student meeting all university, Graduate School and program policies at time of completion.
 _____ Candidacy not recommended at this time
 Comments: _____

(Coordinator for Graduate Studies)

(Date)

FORMAT OF RESEARCH REPORTS

Research reports at UW-Stout will have at least the following sections arranged in this order:

- Title Page (See sample in this manual)
- Abstract (See sample in this manual)
- Acknowledgments (if included)
- Table of Contents
- List of Tables (if any)
- List of Figures (if any)
- Text
- Selected Bibliography
- Appendices (if any)

Other sections may be appropriate. These are usually suggested by the student researcher and are approved by the research adviser or committee, consistent with the style manual being followed.

Research reports submitted in partial fulfillment of the requirements of a graduate degree program at UW-Stout will be prepared according to the specifications of one of the following style manuals:

The ACS Style Guide A Manual for Authors and Editors

American Psychological Association (APA) Publication Manual

William G. Campbell and Stephen V. Ballou Form and Style: Theses, Reports, Term Papers

Turbian, Kate L. Manual for Writers of Term Papers, Theses, and Dissertations

University of Chicago Press. Chicago Manual of Style: For Authors, Editors and Copywriters

NOTE: THE STYLE MANUAL USED IN THE STUDY MUST BE IDENTIFIED ON YOUR ABSTRACT.

Special Program Instructions:

Food and Nutritional Sciences - "Format of Research Reports Food and Nutritional Sciences Majors," sheet is available upon request in the Graduate School.

Vocational Rehabilitation (The content of the five thesis chapters are discussed in the special instructions available from the Vocational Rehabilitation Graduate Program Office for Vocational Rehabilitation graduate student majors. Any deviation from the style and format must have the approval of both the investigation advisor and the program director. In the event the student elects to develop an original work sample and prepare a work sample manual, the UW-Stout Materials Development Center (MDC) format will be followed.

FORMAT FOR TITLE PAGE

(2" top margin – 1 ½" minimum if needed)
 (1 ½" bottom margin – 1" minimum if needed)
 (1 ½" minimum left and right margin)

(Center typing between left and right margins)

MAIN TITLE OF PLAN B PAPER SHOULD BE IN ALL CAPITALS

LETTERS, INVERTED PYRAMID STYLE

**Double Space Titles and Subtitles of Two Lines
 and Single Space Titles and Subtitles of
 More Than Two Lines**

by

(Writer's Name)

A Research Paper

**Submitted in Partial Fulfillment of the
 Requirements for the
 Master of Science (or Education) Degree
 With a Major in**

(Name of Major)

Approved: (2 or 3) Semester Credits

**(Signature Required)
 Investigation Advisor**

**The Graduate School
 University of Wisconsin-Stout
 Month, Year**

FORMAT SAMPLE

The Graduate School
University of Wisconsin-Stout
Menomonie, WI 54751

ABSTRACT

(Writer)	(Last Name)	(First)	(Initial)
(Title)			
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages)
(Name of Style Manual Used in this Study)			

THE COMPLETED ABSTRACT FORM SHALL BE A PART OF THE RESEARCH REPORT FOR EACH GRADUATE MAJOR AT THE UNIVERSITY OF WISCONSIN-STOUT. THE COMPLETED FORM SHALL BE COLLATED WITHIN THE REPORT AND SHALL IMMEDIATELY FOLLOW THE TITLE PAGE.

LENGTH OF THE ABSTRACT IS LIMITED TO 600 WORDS. THE ABSTRACT MUST BE TYPED DOUBLE SPACED USING THE SAME MARGINS AS FOR THE BALANCE OF THE PAPER.

SUBMISSION OF FINAL RESEARCH REPORT

University of Wisconsin-Stout
The Graduate School

The accompanying research report was submitted to the Graduate School, University of Wisconsin-Stout, as partial completion of the requirements for the degree, M.S./Ed.S. (Circle one) in _____

I understand that this report must be officially accepted by the Graduate School which will then forward it to the Library Learning Center, where it will be placed on microform or other electronic storage and made available as any other published document including placement on the Library Web Page. I attest that the research report is my original work, and that any copyrightable materials have been used with the permission of the original authors, and as such, it is automatically protected by the laws, rules, and regulations of the U.S. Copyright Office.

TITLE OF REPORT _____

SIGNATURE _____ **DATE** _____

PERMANENT ADDRESS _____

TELEPHONE # _____

(This section to be completed by the Graduate School)

This final research report was submitted in partial fulfillment of the requirements for the above stated degree on this date, and has been accepted by the Graduate School and is now ready for transmittal to the Library Learning Center for placement on microform or other storage media.

(Coordinator for Graduate Studies)

(Date)

(This form must accompany the research paper turned in to the Graduate School)

EMPLOYMENT SURVEY



Placement and Co-op Services, UW-Stout

Ph: 800-991-5284, www.uwstout.edu/place, email placementcoop@uwstout.edu, fax 715-232-3595, call 715-232-1601

Please complete the following survey and return it to the Placement and Co-op Services. The information will be kept confidential and will be used only for reporting purposes and improving services to students. This form is also available at our website and can be submitted electronically. www.uwstout.edu/place - **If you have already given us your employment info, please disregard.**

1. Name: _____

first
middle
last

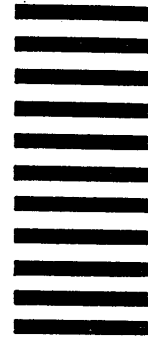
 Address: _____ Today's Date: _____
 City/State/Zip: _____ Phone: _____
 Degree: (MS/BS) _____ Major/Concentration: _____ Grad month/year: _____
 Email: _____ website _____
2. Have you accepted an offer for employment upon graduation? ____ Yes ____ No
 If no, skip to questions 8, 9, 10. If yes, please complete survey.
3. Name of employer: _____
 Address: _____
 City/State/Zip: _____
 Phone: _____
4. Position/Job Title: _____
5. Full time/Part time: _____ Did you receive a sign-on bonus? ____ Yes ____ No
6. Annual Salary: \$ _____ (kept confidential) Bonus Amount \$ _____
7. I consider this job: ____ in my major ____ related ____ out of my major
8. I have not yet graduated. Anticipated graduation date (Mo/Yr) _____
9. I will be continuing my education at _____ University.
10. If not employed, please check one: ____ Seeking employment ____ Not seeking employment
11. Would you like a counselor to contact you regarding your employment status: ____ Yes ____ No

Please return survey by folding and using address on back.

This form also available at our website to be submitted electronically at www.uwstout.edu/place
 Thank you for your help!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 92 MENOMONIE WISCONSIN

POSTAGE WILL BE PAID BY ADDRESSEE

PLACEMENT AND CO-OP SERVICES
103 ADMINISTRATION BUILDING
UNIVERSITY OF WISCONSIN-STOUT
PO BOX 790
MENOMONIE WI 54751-9989



APPENDIX B

Administrative Procedures for

Preparation of a

Thesis Plan B

Administrative Procedures for Preparation of an INVESTIGATION (PLAN B)

- Contents:**
- (1) Student Progress Sheet**
 - (2) Graduate Application for Diploma and Commencement Card**
 - (3) Instructions**
 - (4) Guidelines for Graduate Research Expectations at UW-Stout**
 - (5) Computer Education and User Services**
 - (6) Appointment of Research Advisor/Chair and Committees**
 - (7) Protocol for Conducting Research Involving Human Subjects at UW-Stout**
 - (8) Protection of Human Subjects in Research Form**
 - (9) Application for Degree Candidacy**
 - (10) Format of Research Reports**
 - (11) Format for Title Page**
 - (12) Abstract Format Sample**
 - (13) Submission of Final Research Report Form**
 - (14) Employment Survey Form**

**University of Wisconsin-Stout
The Graduate School**

**Revised
September 2001**

NOTE: This packet was prepared according to current policy and information available as of September 2001 and all information is subject to change. Please check with the Graduate School at the start of your last term concerning any possible changes.

Student Progress Chart

The following is an outline of the steps which each graduate student should follow to ensure that they will complete all university requirements and receive their degree on time. The forms which are required can be obtained from either your program director or the Graduate School.

- 1) Received a letter of admission into the program in which you are pursuing a degree.
- 2) Meet with your program director to develop your preliminary program of study.
- 3) Register for your classes each term.
- 4) Meet with your program director to decide on a preliminary research topic and choose your research advisor before registering for your research paper.
- 5) Complete the Appointment of Research Advisor/Chair and Committee form and turn in to the Graduate School.
- 6) Complete UW-Stout's web-based Human Subjects Training, www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. Complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsbjform.doc and print. **Handwritten forms will not be accepted. Send or take the form with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall.** Keep a copy of what you submit for your records.
- 7) Upon notification of approval from the IRB, research can then begin.
- 8) Near the end of your program but several months prior to filing your Application for Diploma and Commencement, complete the Application for Degree Candidacy form. A final program plan and current transcript must accompany this form and if you are planning to transfer in courses from another institution the Request to Transfer Credit form must also be attached.
- 9) At the beginning of the term in which you expect to graduate you should complete the Application for Diploma and Commencement card. The \$30 graduation fee will be billed to you from the Student Business Services Office this may not be in the term you file for graduation.
- 10) Near the end of the term you expect to graduate, if you have fulfilled the program and Graduate School requirements, obtain instructions for graduation ceremony from the Dean of Students Office.
- 11) Submit one copy of the approved research report, an electronic version, abstract, and Submission of Final Research Report form to the Graduate School. Make sure instructor turns in your grade to Registration & Records. If micro-processing fee has not been paid it is due at this time. **The deadline for the submission is 4:00 p.m. on the final day of class in the term in which you wish to graduate.**
- 12) Supply information for placement credentials to the Placement and Co-op Office. This should be done during your last term of enrollment.
- 13) Receive diploma from the Registration and Records Office. The diploma will be sent two to three months after all records have cleared and all fees have been paid.

GRADUATE APPLICATION FOR DIPLOMA AND COMMENCEMENT

IMPORTANT: This form must be filed with the Graduate School within two weeks of the beginning of the term in which you expect to finish all degree requirements, including the filing of your research report. (THIS CARD IS NOT TO BE USED FOR JUST WALKING ACROSS THE STAGE AT COMMENCEMENT.)

NAME: Print name exactly as you wish it to appear on diploma and Commencement Program.
(DO NOT PRINT IN ALL CAPS)

IDENTIFICATION NUMBER:

First Middle Last Stout I.D. or Social Security No.

NAME (If different from above) AS IT APPEARS ON STOUT RECORDS: _____

ADDRESS FOR MAILING DIPLOMA* (If this box is checked ☐ this is also my permanent home address):

Street City State Zip Country (If International)

CITY, STATE/COUNTRY to be listed in Commencement Program

DAYTIME TELEPHONE NUMBER: _____

City State Country (If International) E-MAIL ADDRESS: _____

DATE OF EXPECTED GRADUATION

(Circle month, fill in year)

Jan May August December 20 _____

DEGREE Circle one: M.S. Ed.S. (If two majors, complete one card for each major)

MAJOR: _____

Concentration: _____

DO NOT MAKE ENTRIES BELOW THIS LINE

FOR OFFICE USE ONLY

ENT'D. ON GRAD LIST:
REQTD TRANSCRIPT:
TRANSCRIPT RCD:
DEGREE CAND:
ADVISER/CHAIR:
COMM MEMBER:
COMM MEMBER:
MICROPROCESSING FEE:

DELETE LETTER:

Check Sht.: TO ADVISER:
" " FROM ADVISER:
A B D FP FS:
ABSTRACT:
LIBRARY RELEASE:
DISK:

SUP CRS DSCPT:
DEGREE AWARD ENTD:

grad intent (s:wd 10-01)

*Note: Diplomas are mailed about 2 months after the end of the term. This address is used only for mailing of diploma unless you have checked that is also your permanent home address

INSTRUCTIONS FOR INVESTIGATION (PLAN B)

1. Select a General Area of Study and an Investigation Adviser

- A) Discuss with your program director at least three general problems, any one of which you might wish to use as an investigation topic.
- B) Work with your program director to decide on a possible research advisor who must be drawn from the Graduate Faculty with expertise in terms of your research project. (A list of current Graduate Faculty is available in the Graduate School and on the web.) Approach the possible research advisor with the possibility of being your research advisor, with your research possibilities, or if they have some related research topics appropriate for a research topic. You both must agree on the possibility of working together. Secure the approval of the chairperson/supervisor of the department in which your proposed research advisor is housed. If he or she feels that the faculty member is too busy, then they may suggest an alternate choice who then must be approved by your program director. Be sure that the research advisor is willing to serve, and has the expertise related to your research area.
- C) Complete the Appointment of Research Advisor/Chair and Committee form. Obtain all the needed signatures and return the form to the Graduate School Office. This needs to be done before you enroll in any research course. A blank copy of this form is in this packet.

2. Enroll for the Appropriate Problems or Investigations Course

Enroll during the term in which you are actually working on the study. An "IP" (In Progress) or "I" (Incomplete) grade may be assigned to research papers when the research adviser is satisfied that progress has been made and that additional time may be warranted. IF THE "I" IS NOT REMOVED WITHIN ONE YEAR, AN "F" IS AUTOMATICALLY ASSIGNED, AND THE STUDENT MUST RE-ENROLL FOR THE COURSE AND PAY FEES. IF THE "IP" IS NOT REMOVED WITHIN TWO YEARS OF THE DATE OF THE END OF THE TERM IN WHICH THE "IP" WAS GIVEN, THE STUDENT MUST RE-ENROLL FOR THE COURSE AND PAY FEES AGAIN TO OBTAIN CREDIT FOR THE RESEARCH PAPER.

PSYC-835	Applied Psychology Field Problem (2-4 Cr.)
COUN-735	Problems in Counseling (2 Cr.) - for Mental Health
SCOUN-735	Problems in Counseling & Psychological Services (2 Cr.) - for K-12
EDUC-735	Problems in Education (2 Cr.)
FN-735	Problems in Food and Nutritional Sciences (2 Cr.)
FCSE-735	Problems in Home Economics (2 Cr.)
BURTL-735	Problems in Textiles, Clothing and Retail Marketing (2 Cr.)
HT-735	Problems in Hospitality and Tourism (2 Cr.)
INMGT-735	Problems in Management Technology (2-4 Cr.)
RC-735	Field Problem in Risk Control (3 Cr.)
SPSY-735	Problems in School Psychology (2 Cr.)
TECED-735	Problems in Industrial/Technology Education (2 Cr.)
VTAE-735	Problems in Vocational Education (2 Cr.)
REHAB-735	Problems in Vocational Rehabilitation (2 Cr.)
TRDIS-735	Investigations (Graduate degree which student is seeking) (2 Cr.)

- 3. Complete UW-Stout's web-based Human Subjects Training, at www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. All research advisors must complete the training prior to signing the Protection of Human Subjects in Research Form for students.

In 1975 federal legislation established a requirement that protection of human subjects involved in research be assured. This applies equally to faculty research, student research, classroom research and

any other research involving human subjects. *This assurance of protection is required to precede the gathering of data, and if not secured may put the researcher at liability risk.* The all university Institutional Review Board has been in place for several years to consider research in its developmental stages and whether it has implications for human subject protection and, if so, whether adequate protection has been provided prior to the beginning of the research effort.

4. **You should propose a PLAN for conducting the study and have it approved by your investigation advisor.** Conferences for periodic checks are essential and should be scheduled to facilitate progress.

5. **BEFORE PROCEEDING WITH THE STUDY**

After completion of the Human Subjects Training, complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsubjform.doc and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall, with required signatures and required materials attached. Keep a copy of what you submit for your records.

If it is determined that the form can be done through the expedited review process, generally the review will be completed within ten business days. If a full board review is required, it will be placed on the agenda for the next monthly IRB meeting.

Upon completion of the review, whether expedited or full board, you will be notified of the outcome electronically, followed-up with a signed paper copy. The student's research advisor (who signed the Protection of Human Subjects in Research Form) will also be notified of the outcome and will have responsibility for distributing the signed copy to the student.

6. **Upon notification of approval from the IRB, research can now begin.** Write the Report: Be sure to refer to the pages of this packet regarding **Format of Research Reports and Prepare Final Copies of Research Paper and Abstract.** *Conferences with your research advisor for periodic checks are essential and should be scheduled to facilitate progress.* You should feel free to consult with our faculty regarding problems requiring their particular competence.

7. **Application for Degree Candidacy**

Each student seeking a degree at the University of Wisconsin-Stout is required to file an APPLICATION FOR DEGREE CANDIDACY, with program plan and current transcript attached. If you plan to transfer credits from elsewhere, the Request to Transfer Credit form(s) must also be attached. **Candidacy must be approved before the Graduate Application for Diploma card is filed with the Graduate School.** It is the student's responsibility to secure the Program Director's and College Dean's signatures before bringing the completed form to the Graduate School. The authorities in the Graduate School will review and take appropriate action.

8. **Graduate Application for Diploma and Commencement Card**

Students anticipating graduation must complete an application within the first two weeks of the semester or term in which they intend to graduate. This form activates a review of your records to determine that all is in order for a prospective graduation that term. Of course, if something is found not to be in order, the Graduate School or your program director would get in touch with you. For this reason it is well to submit the form as early as possible in the semester or term in which you intend to graduate.

The Graduate School must be notified immediately if there is a change in graduation date. **WALKING ACROSS THE STAGE AT COMMENCEMENT DOES NOT MEAN YOU HAVE ACTUALLY GRADUATED.** All requirements for graduation must have been met, including the filing of your research paper in the Graduate School **BY 4:00 P.M. THE LAST DAY OF THE TERM.**

All students approaching graduation will be charged a one-time, non-refundable graduation fee of \$30 billed by the Business Office. If you have questions, please contact the Business Office.

9. Deadline for Submission of Research Paper

Graduate students will be recorded as having graduated in the academic term in which all degree requirements are completed, *including the filing of a copy of the signed and approved research report in the Graduate School by 4:00 p.m. the last day of the term.* Note: An academic term is Semester I, Semester II, WinTerm, or Summer Session. The academic terms are defined as being over on the last day of Semester I in December; the last day of Semester II in May; and the last day of Summer Session in August.

Graduate advisors who supervise reports will need adequate lead time for reading both prior to and after final preparation of the report. Students should inquire of their adviser about appropriate lead-time to permit adequate adviser review prior to the planned completion date.

10. Prepare Final Copies of Research Paper and Abstract

Each student submits an original copy of the paper of his or her research report to the Graduate School for final approval and acceptance. (A list of word processing operators is available in the Graduate School.)

- The paper **MUST** be in accordance with the standards published in this Administrative Procedures packet.
 - a. Refer to the Format of Research Reports page and items below for appropriate style manuals, formatting, and arrangement.
 - b. A standard title sheet will be used. (See sample copy in this packet)
 - c. Prepare a typed copy of the Abstract to be included as a part of the research paper. (See Abstract Format Sample in this packet) Length of the abstract is limited to 600 words. The abstract must be **DOUBLE SPACED** using the same margins as for the balance of the paper. The completed form shall be collated within the report and shall immediately follow the title page.
 - d. If a foldout is essential, it should be sectionalized for reproduction as separate 8 1/2 x 11 inch pages. Be certain that copy does not extend into the minimum margins on any margin of the paper.
 - e. Because appendix materials are frequently reproduced from other sources, care should be taken to see that these materials are legible and complete as accepted for scanned documents. If appendix materials are marginal, consideration should be given to omitting the questionable material or to re-scanning. Appendix materials should be the same quality as the rest of the text, and must not be double sided. Copyright permission must be obtained for using any protected materials.
 - f. The adviser approves the study and abstract and signs the title page of the final copy of the study.
- Copy submitted **MUST** be on 20-pound paper.
- Prepare 2 originals of your research paper. **ONLY DARK PRINTED, CLEAR COPIES WILL BE ACCEPTED.** Distribution is as follows:
 - 1 Original - Retained by the student.
 - 1 Original - Turned in to the Graduate School, unpunched, in a large envelope including an electronic copy. After evaluation and acceptance by the Graduate School, the copy is forwarded to the Library Learning Center to be mounted on their Web Page.
(Vocational Rehabilitation Students: See your investigation adviser regarding the number and distribution of final copies in addition to the above.)

- Original copy **MUST** be produced by computer.

The finished paper **MUST** be printed on a laser printer, ink jet printer, or typeset; **DOT MATRIX IS UNACCEPTABLE**. (Computer Labs are located in the Library Learning Center and 184 Micheels Hall. Laser printers are available for a fee per page).

- An electronic version of the final research report **MUST** also be submitted either on a PC formatted CD-Rom, Zipdisk, or floppy in Microsoft Word (6.0 or higher) or in portable document format (Adobe Acrobat). A Macintosh formatted disk will **NOT** be accepted.
- The submitted disk **MUST BE A SINGLE FILE that matches the print copy of the research report** (including all scanned appendices if necessary).
- Please label the disk with your name, ID number, Graduate Program, and Research Advisor. The research paper which is turned in to the Graduate School will be forwarded to the Library Learning Center for cataloging and converted to PDF format, and then returned to your research advisor for his/her file. The online research paper in PDF format will be available through a link from the Stout Library Catalog record.

11. Submission of Final Research Report Form

At the time of submission of the final copy of your research report to the Graduate School, you will need to include a signed copy of the "Submission of Final Research Report" form along with your electronic version.

**AWARD OF THE GRADE IS THE RESPONSIBILITY OF THE RESEARCH ADVISER,
WHO WILL FORWARD THE GRADE TO THE REGISTRAR'S OFFICE.**

12. Micro-Processing Fee

All graduate students will be assessed a micro-processing fee of \$50 for the deposit of their research report in the Library Learning Center. The micro-processing fee normally will be billed by the UW-Stout Business Office after a student has completed 20 credits. If the fee has not already been billed at the time you file for graduation or submit your research paper, you will be billed for it then and must make payment to the UW-Stout Business Office at that time.

13. Binding of Research Study

On an *optional* basis a service is available to have one or more copies of your research report bound. You may arrange for this in person or through the mail with:

University of Minnesota Bindery
Attention: Thesis Binding, Room 180
2818 Como Avenue S.E.
University of Minnesota
Minneapolis, Minnesota 55414
Phone: (612) 626-1516 or 0507

They have choices of color and choices of fabric. The usual price is about \$14.00 per volume. They also do photo copy work. Note: Whether you have extra copies of your research report bound or not, the unbound, unpunched copy turned in to the Graduate School is the official one for purposes of approval and certifying your degree completion.

14. Copyrighting information can be obtained in the Graduate School.

- 4 -

GUIDELINES FOR GRADUATE RESEARCH EXPECTATIONS AT UW-STOUT

Adopted May 17, 1991, at the
General Meeting of the Graduate Faculty

General Principles

1. In both Plan A (M.S. theses) and Plan B (M.S. problems, M.S. field projects, M.S. field problems) research, appropriate methodological applications and designs will be applied.
2. The level of analysis should generally be more sophisticated in Plan A research than in Plan B. However, regardless of the plan followed, the level of analysis required in the study should not exceed the level of understanding that the student has been prepared to use.
3. In both Plan A and Plan B research, recognition of errors in the execution of the study should be noted in the analysis or conclusion, and the impact such errors have on the conclusions discussed. These errors need not place a student in jeopardy of having the work rejected, but they must be recognized.
4. Papers must be presented in appropriate form with correct spellings, appropriate sentence structure, format, and citation of references.
5. Students should not initiate any data gathering until the design has been discussed with the advisor and approved. Generally, this should not start until after the student has completed at least one course in research.

Plan A (Thesis & Ed.S Field Study)

In order to qualify as a thesis the paper must contribute to the body of knowledge. It should be characterized by at least one of the following criteria:

1. Results that generalize beyond the scope or sample of the study. This may be determined by the extent and method of sampling followed in the study. If the sampling process seems limited it will be expected that the student demonstrate an awareness of the limitations of the sample and defend the representativeness of the sample as it pertains to a population. A pilot study may precede the main study.
2. Review and critical analysis of research using a meta-analysis procedure.
3. Review and analysis of research using a critical science procedure.
4. Analysis of either national or regional or unique data sets from which new knowledge is derived.
5. Replication research to confirm or extend previous studies.

Plan B (Problems, Field Problems & Field Projects)

1. The study may be a replication (with proper acknowledgment) in a local setting, e.g., school, business, organization of a published study.

2. The study may be test development including field testing.
3. The study may be a review and critical analysis of research/literature in a selected area.
4. The study may show application of scientific methodology and principles to solve a problem in a local school, business, and other social or governmental agencies. Generalizability of the results would be limited and probably applicable only to that site. It may be viewed as a case study.
5. The scope of the study may be a pilot study.
6. Studies whose results are primarily useable in a single setting, e.g., studies using only students at UW-Stout or institutional research about Stout, or an analysis of existing data in local databases would be acceptable.

Expected of Graduate Students

1. Have the primary responsibility for designing, conducting, and reporting the research.
2. Must exert an effort to establish a climate of mutual respect and reciprocal communication.
3. Must, if their research involves human subjects, complete the appropriate certification process prior to the collection of any data. (REV 9/01)
4. Must submit a detailed timetable for completion of the research project to the advisor/committee.
5. Must have and demonstrate the ability to communicate ideas in writing.
6. Must have a basic understanding of data analysis.
7. Must submit required drafts in accordance with the agreed upon time frame, and must submit the finished document in appropriate form in time for the advisor/committee to read.

Expected of Research Advisors

1. Must exert effort to establish a climate of mutual respect and reciprocal communication.
2. Must have a meeting with the student to approve the design of the study and the paper prior to its initiation, and to discuss advisement expectations of the student.
3. Must complete the appropriate certification process which relates to the use of human subjects in research. (REV 9/01)
4. Must be reasonably available for consultation in accordance with the agreed upon time frame. Note: the Graduate Student Council recommends the equivalent of one scheduled hour per week.
5. Must provide written feedback to students on drafts of the paper in accordance with the agreed upon time frame.
6. Must provide assistance with data analysis, or direction to knowledgeable sources, and should provide suggestions on how the results can be used in framing conclusions.
7. Must assist with the integration of the findings with prior research.

8. Should guide in the technical writing of the paper.
9. Must review the paper before final submission for proper format.
10. Must read the finished paper, giving final approval by signing the cover sheet, and assigning a grade.

Expected of Department Chairs

1. Track numbers of advisees per graduate faculty.
2. Determine release time for faculty thesis advisors.
3. Collect aggregate thesis completion data and data per advisor of thesis advisees by attempt versus completion.
4. Advisement incorporated into performance evals.
5. Approve research advisors.
6. Allocate advising resources appropriately.
7. Balance the research advising load in department.
8. Encourage and facilitate the involvement of department faculty in research advising.
9. Advise students regarding availability and expertise of a department faculty for research advisement.
10. Approve the appointment of department faculty as research advisors.
11. Monitor instructional load assignment for graduate research advisement of department faculty.
12. Encourage and facilitate the involvement of department faculty in research advising which may include consideration of research advisement into performance evaluations as specified by faculty performance objectives.
13. Incorporate the need of research advising into departmental resource allocation.
14. Inform students of departmental requirements for completion of research course requirements.

Expected of the Program Director

1. Advise student regarding potential research advisor.
2. Advise students regarding completion of research requirement within program.
3. Advise students regarding thesis credit registration.
4. Advise students regarding feasibility of type of research project, such as Plan A versus Plan B, or descriptive versus test design, etc.
5. Advise students regarding completion of the research request within the total program plan.

6. Approve topic relatedness to professional field.
7. Approve research problem and design of research.
8. Advise students regarding process of registering for the research component and the necessary steps in the assignment of the research advisor, approval of the research plan, and the protection of human subjects.

Expected of Thesis Committees

1. Must schedule a meeting with the student at the outset to:
 - a. review the responsibilities of both the committee and the student.
 - b. assist in refining and approve the research design.
 - c. plan a time line for completion of the paper.
 - d. discuss the value of the research and avenues for dissemination.
2. Should provide timely written feedback to student on drafts of each chapter.
3. Must be reasonably available for consultation either individually or collectively in accordance with the agreed upon time frame.
4. Must schedule and participate in an oral examination upon conclusion of the research, and provide feedback regarding the student's command of the subject matter.
5. Must read the finished paper and will give final approval by signing the cover sheet of the research paper.
6. The committee chair will determine the grade for the research paper, with input from the committee.

Outcomes Expected of Graduate Student Research

1. Provide for and maintain care to protect human subjects in research.
2. Demonstrate ethical behavior and proper conduct in the execution of research.
3. Demonstrate an understanding of data analysis commensurate with the research proposal.
4. Demonstrate an understanding of how new knowledge is created within their own field.
5. Demonstrate an appreciation and understanding of different approaches to the development of knowledge, e.g., empirical, experimental, developmental, qualitative, quantitative, etc.
6. Demonstrate the ability to be a critical consumer, e.g., understanding potential design flaws, biases, etc., that may be reported either in the popular press or in discipline-specific journals.
7. Demonstrate an understanding of judgements and decisions that are made in the execution of a study and the subjectivity that is present even in highly controlled studies.
8. Demonstrate the ability to synthesize and summarize research findings in written format, and address and solve problems.

COMPUTER EDUCATION & USER SERVICES

MILLENNIUM HALL

Director	232-2130
Statistical & Research Consultant.....	232-1638
Systems Programmer.....	232-2501
Campus Computing Lab Supervisor.....	232-5007

Following is a list of services provided by Computer Education & User Services to graduate students completing the statistical analysis portion of their Plan B, Plan A (thesis), or field study. These services are also provided for undergraduate students, faculty or staff who need assistance while conducting research.

1. **FORMAT (DESIGN) OF INSTRUMENT**

Surveys or questionnaires can be designed to make data collection easier for the respondent and data entry more efficient for the computer center. The Statistical Consultant is not concerned with the content of the questionnaire. However, format, spacing, order of questions, or directions may be changed if it will facilitate data collection and/or data entry. This should be done BEFORE a final printing of all surveys is done. Some projects involve collecting several different types of results/scores from each subject; assistance will be given in developing a suitable chart for recording this data.

2. **STATISTICAL ANALYSIS**

After consulting with their research advisor, students should have firm ideas about which statistical procedures are necessary. The graduate student should schedule an appointment with the Statistical and Research Consultant to drop off surveys or data to be analyzed, and to discuss the types of statistical analysis to be done. Discussions with the Statistical Consultant will affirm their choices and/or determine additional procedures. If a graduate student is only in Menomonie for the day, they should call the office and explain their situation. Hopefully, an appointment can be scheduled for them on short notice.

3. **CONSULTATION AND FOLLOW-UP**

When the project is completed, the client is informed that the computer printouts and raw data are ready for retrieval. The computer printouts are extensively labeled with color-coded comments to aid in the interpretation. A color-coded project summary is also provided, which contains, in part, the critical values of requested statistical procedures. The client, with assistance from their research advisor, is responsible for interpretation of the computer printouts. If questions occur during interpretation, a meeting can be scheduled between the research advisor, the client, and the Statistical Consultant to provide a more comprehensive explanation.

Preparation of Online Surveys for Research at

UW-Stout

The University Webmaster's office (a unit of University Relations - Publications) will convert survey instruments to web documents for online data gathering. This is a chargeback service available to graduate students at a cost of \$30 per hour (billed in 15 minute increments). The average cost of a basic, no frills survey is \$30-\$60; complex scripting (conditional statements and jumps within the survey) and extremely long surveys will cost more. We'll try to give you an estimate when you provide us with your survey.

The basic process:

- You:** Contact Jeremey Bucheger, Assistant Webmaster, via email (buchegerj@post.uwstout.edu) with notification that you have a survey to convert to the web.
- You:** At least two weeks before you want to begin gathering data, provide us with an electronic copy (your final version) of your survey instrument in Word or straight text via email. Send to buchegerj@uwstout.edu. We'll do our best to accommodate your timeline, but can't guarantee our turn-around time. Please check with us to see if we can meet your requirements.
- We:** convert your survey to a web document with click-able buttons and entry fields
- We:** send you the temporary location on the web so you can review and test
- You:** review, test and modify as you wish in cooperation with Jeremey
- We:** bill you for our time at \$30/hour (basic surveys usually take one or two hours and we bill in 15 minute increments)
- You:** pay the bill in LLC 208 and give us the start and end dates for the survey
- We:** place the survey in its final location on the web and send you the address, which you then distribute to participants via email
- We:** deactivate the link on the next work day following your end date and email you an Excel spreadsheet with the survey responses

Questions?

- Contact us:** Barbara Button, University Webmaster
buttonb@uwstout.edu or X2284
- Jeremey Bucheger, Assistant Webmaster
buchegerj@post.uwstout.edu or X1218
- Office:** University Publications
 25 Administration Building

Rates as of February 8, 2002. Contact University of Webmaster's Office for current information.

The Graduate School
University of Wisconsin-Stout

APPOINTMENT OF RESEARCH ADVISER/CHAIR & COMMITTEE

(This form must be filed in the Graduate School before registering for any research credits listed below or if you are changing your research adviser or research chair/committee members)

Student _____ Stout I.D. # _____ ☐ Check here if this is a change of research adviser
(First) (Middle) (Last)

Address _____
(Street) (City/State) (Zip Code) (Local Phone #)

Date _____ Degree Major _____ I will register for the course:
SU 20__ FA 20__ SP 20__

Tentative Research Area _____

COMPLETE THIS SECTION IF YOU ARE REGISTERING FOR A PROBLEMS COURSE (Plan B), FIELD PROBLEM, OR FIELD PROJECT

1. Acceptance by Research Adviser: I agree to serve as the Research Adviser pending approval of the Program Director and Coordinator for Graduate Studies.

(Research Adviser's Signature)

(Date)

2. Assignment of Research Adviser: The above named graduate faculty member is recommended as Research Adviser.

(Research Adviser's Department Chair/Supervisor's Signature)

(Date)

COMPLETE THIS SECTION IF YOU ARE REGISTERING FOR A 6 CREDIT THESIS (Plan A), DESIGN OPTION, OR FIELD STUDY (Ed.S.)

NOTE: At least one member of this committee must be from a department different than that of the research chair.

I consent to serve on the RESEARCH COMMITTEE pending approval of the Program Director and Coordinator for Graduate Studies.

- | | | | | |
|----|---|-----------------|--|-----------------|
| 1. | _____
(Chair/Research Committee Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 2. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 3. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |
| 4. | _____
(Committee Member Signature) | _____
(Date) | _____
(Dept Chair/Supervisor's Signature) | _____
(Date) |

PROGRAM DIRECTOR ACTION: I approve of the above Research Adviser/Committee.

(Program Director's Signature)

(Date)

GRADUATE SCHOOL ACTION: The above Research Adviser/Committee is appointed.

(Coordinator for Graduate Studies)

(Date)

Copies Distributed by the Graduate School:

(1) Graduate School (2) Dept Chairs/Supervisors (3) Chair/Research Adviser (4) Program Director (5) Committee Members (6) Student

Stout Solutions • Research Services**Protocol for Conducting Research Involving
Human Subjects at UW-Stout**

1. Training (effective August 15, 2001, per Dr. Sedlak's memo to all faculty and staff via e-mail; click [here](#) to read the memo)

All faculty, staff, graduate and undergraduate students must complete UW-Stout's web-based Human Subjects Training, www.uwstout.edu/rps/hstraining, before submitting the Protection of Human Subjects in Research Form to the Institutional Review Board (IRB) for review. **All research advisors must complete the training prior to signing the Protection of Human Subjects in Research Form for students.**

2. Submit Protection of Human Subjects in Research Form

Complete the Protection of Human Subjects in Research Form online, www.uwstout.edu/rps/humnsbjform.doc, and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall. Keep a copy of what you submit for your records.

3. Review

When the Protection of Human Subjects in Research Form is received by Research Services, a determination will be made whether a full review or an expedited review is most appropriate. Typically, expedited review will be completed within ten working days. If a full board review is required, it will be placed on the agenda for the next monthly IRB meeting.

4. Completion of Review

Upon completion of the review, whether expedited or full board, the investigator(s) will be notified of the outcome electronically, followed-up with a signed paper copy. The student's research advisor (who signed the Protection of Human Subjects in Research Form) will also be notified of the outcome and will have responsibility for distributing the signed copy to the student.

5. Upon notification of approval from the IRB, research can then begin.

University of Wisconsin Stout
Protection of Human Subjects in Research Form
www.uwstout.edu/rps/humnsbjform.doc

Directions: Individuals who have completed the UW-Stout Human Subjects Training and can prove certification are eligible to file this form. This form must be filed and approved prior to any student (undergraduate or graduate), faculty, or staff conducting research involving human subjects. Complete this form on-line and print. Handwritten forms will not be accepted. Send or take the completed form, with required signatures and required materials attached, to Stout Solutions • Research Services, 11 Harvey Hall.

Investigator (if more than one investigator, expand this section to include information for each investigator):

Name: _____ **ID:** _____ **Daytime Phone #** _____
e-mail address: _____ **Signature:** _____

For students:

Research Advisor's Name: _____ **Department:** _____
Signature: _____ **Date of Approval** _____
Research Advisor: Have you completed UW-Stout's Human Subjects Training? Yes/No (circle one). Training must be completed prior to approving this form.

Project Title: _____

Sponsor (Funding agency, if applicable): _____
Is this project being supported by Federal funding? Yes _____ **No** _____

You must answer all of the following questions completely and attach all required forms.

1. Attach an abstract stating the objectives and significance of your proposed research (1-2 page limit).
2. Does your research involve human subjects or official records about human subjects? Yes _____ No _____
If yes, continue with this form. If no, stop here!
3. Human subjects training must be completed prior to filing this form. Have you completed UW-Stout's Human Subjects Training (<http://www.uwstout.edu/rps/hstraining>)? Yes/No (circle one)
4. When is the data collection for the research intended to begin and end? _____ to _____ * (enter month/year)
Reminder: Research cannot begin until this project has been approved by the IRB.
5. Can the subjects be identified directly or through any type of identifiers? Yes _____ No _____ If yes, please explain.
6. Special precautions must be included in your research procedures if any of these special populations or research areas are included. Are any of the subjects:

(a) minors (under 18 years of age)? Yes _____ No _____ (b) legally incompetent? Yes _____ No _____ (c) prisoners? Yes _____ No _____ (d) pregnant women, if affected by the research? Yes _____ No _____ (e) institutionalized? Yes _____ No _____ (f) mentally incapacitated? Yes _____ No _____	Does the research deal with questions concerning: (a) sexual behaviors? Yes _____ No _____ (b) drug use? Yes _____ No _____ (c) illegal conduct? Yes _____ No _____ (d) use of alcohol? Yes _____ No _____
--	--
7. Voluntary participation/consent form:
Describe the method (a) for selecting subjects and (b) for assuring that their participation is voluntary. If subjects are children and they are capable of assent, they must give their permission, along with that of their parent, guardian, or authorized representative. NOTE: A school district cannot give permission or consent on behalf of minor children.

8. **Procedures:** Describe how subjects will be involved in detail, especially if the study involves false or misleading information to subjects or withholds information such that their informed consent might be questioned or if the research uses procedures designed to modify the thinking, attitudes, feelings, or other aspects of the behavior of the subjects.
9. **Confidentiality:** Describe the methods to be used to ensure the confidentiality of data obtained.
10. **Risks:** Describe the risks to the subjects and the precautions that will be taken to minimize them. (Risk includes any potential or actual physical risk of discomfort, harassment, invasion of privacy, risk of physical activity, risk to dignity and self-respect, and psychological, emotional, or behavioral risk.) Also, address any procedures that might be different from what is commonly established practice for research of this type.
11. **Benefits:** Describe the benefits to subjects and/or society. (These will be balanced against risk.)
12. **Attachments to this form:** (NO ACTION WILL BE TAKEN WITHOUT THESE FORMS)
 - a) Abstract of the proposed study, as requested in number one.
 - b) Consent form(s). Form(s) should include explanation of procedures, risk, safeguards, freedom to withdraw, confidentiality, offer to answer inquiries, third party referral for concerns, and signature (only if the subjects can be identified by any means. If the survey is strictly anonymous, then a signature is not required). Sample consent forms are available from Research Services.
 - c) Questionnaire/Survey Instrument. Also, if the survey is being conducted verbally, a copy of the introductory comments and survey questions being asked must be attached to this form. If the survey is a published/purchased instrument, a photocopy of the complete survey will suffice.

The project or activity described above must adhere to the University's policies and institutional assurance with the U.S. Department of Health and Human Services regarding the use of human subjects. University review and approval is required. **REMINDER: You are in violation of UW-Stout, UW System, and federal government policies if you begin your study before IRB approval is obtained.**

*Projects that are not completed within one year of the IRB approval date must be submitted again. Annual review and approval by the IRB is required.

Institutional Review Board Action:

- _____ Project approved through expedited review.
- _____ Project approved through the full review process; date of Board meeting: _____
- _____ Additional information or minor modification is requested. Please see attached instructions and resubmit.
- _____ Project not approved at this time.

Signature: _____
 Institutional Review Board Chair or Designee / date

For office use only	
GRD CRDTS	
GRD GPA	
Computer	
Copy	

University of Wisconsin-Stout Graduate School
APPLICATION FOR DEGREE CANDIDACY

Student _____ Stout I.D. # _____

(First) (Middle) (Last)

Address _____

(Street) (City/State) (Zip)

Master's/Ed.S Degree with a major in _____

Expected Outcomes of the Graduate Residency Experience:

Expected Outcomes of the Graduate Residency Experience:

Residence for purposes of graduate experiences refers to those experiences offered on campus and includes those experiences supervised or taught off campus by the resident faculty as part of their contractual load. As used in this sense, it is not related to the resident status for financial purposes based upon whether one is a resident of the state. Among the traditional tools for maintenance of quality in graduate programs is the requirement for a period of full-time residence in the University community. The period of residency is expected to permit the following:

Peer Group Interaction: The student, during this period, has an opportunity to interact with a group of graduate students from diverse backgrounds who are engaged in the common pursuit of intellectual maturity, leadership capability and professional competence.

Professional Role Models: During this period, the student has an opportunity to observe the practices and attitudes of a number of scholarly role models. Techniques of interpersonal interactions, professional approaches and attitudes toward the disciplines may be observed. While other role models are readily available in professional settings, the scholarly role model may be less easily accessible outside of the University community.

Opportunity for Reflection and Integration of Knowledge: The process of achieving intellectual and scholarly maturity may be facilitated by the provision of adequate time for reflection and self-analysis. Ideally, the period of residency would provide a time during which the student is less committed to the objective requirements of employment and career development, and permit focus of attention on personal and intellectual development.

Access to Facilities: For certain graduate learning experiences, access to laboratory facilities, to the expertise of personnel, to adequate library facilities and ready access to program and research advisement is necessary.

Evaluation: This period provides an opportunity for observation and evaluation continuously over a period of time, of the student's growth and capability. These observations and evaluations are made by several faculty members who are experienced evaluators of graduate students. The extended observation, the participation of several independent observers in the evaluation and the criteria established by individual faculty members after repeated interaction with a number of graduate students are important components of this evaluation process.

Social Interaction: The opportunity for interaction in an informal setting is provided for in a variety of informal settings by the University community. Conferences, workshops, dances, picnics and homecoming activities are a few examples of activities that provide an opportunity for graduate students to interact informally with each other, faculty and staff. This provides both the student and faculty the opportunity to enrich themselves through informal interaction with each other.

Quality Course Work: The content, evaluation, standards and apparent effectiveness of learning experiences offered by regular members of the faculty on campus are potentially subject to continuous scrutiny by colleagues in the department. At initiation, as well as at other times when change is recommended, proposals for courses are examined by the University-wide curriculum committee. This opportunity for extended professional consideration provides a nurturant atmosphere for the continuous development and improvement of excellent graduate learning experiences. Opportunities for integrating a variety of learning experiences which are complementary to the program are provided. Such professional interaction is characteristic of the scholarly community and may be expected to enhance, over time, the quality of learning experiences offered by members of the University faculty.

I have read the expected outcomes for graduate residency experience, the degree candidacy policy and I certify by my signature that I have met these requirements and therefore now make application for candidacy. **MY COMPLETED PROGRAM PLAN ALONG WITH A COPY OF MY UW-STOUT UNOFFICIAL GRADUATE TRANSCRIPT IS ATTACHED TO THIS FORM.** If appropriate, the transfer form of graduate courses taken at other institutions which I plan to use in this program is attached also.

(Student's Signature)

(Date)

Recommendation by Program Director and College Dean:

Residency Requirement has been met in accordance with above Residency statement

Candidacy recommended

Candidacy not recommended

(Program Director)

(Date)

(College Dean)

(Date)

Graduate School Action:

Candidacy granted. Earliest courses are valid through

Graduation will be contingent upon student meeting all university, Graduate School and program policies at time of completion.

Candidacy not recommended at this time

Comments:

(Coordinator for Graduate Studies)

(Date)

FORMAT OF RESEARCH REPORTS

Research reports at UW-Stout will have at least the following sections arranged in this order:

- Title Page (See sample in this manual)
- Abstract (See sample in this manual)
- Acknowledgments (if included)
- Table of Contents
- List of Tables (if any)
- List of Figures (if any)
- Text
- Selected Bibliography
- Appendices (if any)

Other sections may be appropriate. These are usually suggested by the student researcher and are approved by the research adviser or committee, consistent with the style manual being followed.

Research reports submitted in partial fulfillment of the requirements of a graduate degree program at UW-Stout will be prepared according to the specifications of one of the following style manuals:

The ACS Style Guide A Manual for Authors and Editors

American Psychological Association (APA) Publication Manual

William G. Campbell and Stephen V. Ballou Form and Style: Theses, Reports, Term Papers

Turbian, Kate L. Manual for Writers of Term Papers, Theses, and Dissertations

University of Chicago Press. Chicago Manual of Style: For Authors, Editors and Copywriters

NOTE: THE STYLE MANUAL USED IN THE STUDY MUST BE IDENTIFIED ON YOUR ABSTRACT.

Special Program Instructions:

Food and Nutritional Sciences - "Format of Research Reports Food and Nutritional Sciences Majors," sheet is available upon request in the Graduate School.

Vocational Rehabilitation (The content of the five thesis chapters are discussed in the special instructions available from the Vocational Rehabilitation Graduate Program Office for Vocational Rehabilitation graduate student majors. Any deviation from the style and format must have the approval of both the investigation advisor and the program director. In the event the student elects to develop an original work sample and prepare a work sample manual, the UW-Stout Materials Development Center (MDC) format will be followed.

FORMAT FOR TITLE PAGE

(2" top margin – 1 ½" minimum if needed)
(1 ½" bottom margin – 1" minimum if needed)
(1 ½" minimum left and right margin)

(Center typing between left and right margins)

MAIN TITLE OF PLAN B PAPER SHOULD BE IN ALL CAPITALS

LETTERS, INVERTED PYRAMID STYLE

**Double Space Titles and Subtitles of Two Lines
and Single Space Titles and Subtitles of
More Than Two Lines**

by

(Writer's Name)

A Research Paper

**Submitted in Partial Fulfillment of the
Requirements for the
Master of Science (or Education) Degree
With a Major in**

(Name of Major)

Approved: (2 or 3) Semester Credits

**(Signature Required)
Investigation Advisor**

**The Graduate School
University of Wisconsin-Stout
Month, Year**

FORMAT SAMPLE

The Graduate School
University of Wisconsin-Stout
Menomonie, WI 54751

ABSTRACT

(Writer)	(Last Name)	(First)	(Initial)
(Title)			
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages)
(Name of Style Manual Used in this Study)			

THE COMPLETED ABSTRACT FORM SHALL BE A PART OF THE RESEARCH REPORT FOR EACH GRADUATE MAJOR AT THE UNIVERSITY OF WISCONSIN-STOUT. THE COMPLETED FORM SHALL BE COLLATED WITHIN THE REPORT AND SHALL IMMEDIATELY FOLLOW THE TITLE PAGE.

LENGTH OF THE ABSTRACT IS LIMITED TO 600 WORDS. THE ABSTRACT MUST BE TYPED DOUBLE SPACED USING THE SAME MARGINS AS FOR THE BALANCE OF THE PAPER.

SUBMISSION OF FINAL RESEARCH REPORT

University of Wisconsin-Stout
The Graduate School

The accompanying research report was submitted to the Graduate School, University of Wisconsin-Stout, as partial completion of the requirements for the degree, M.S./Ed.S. (Circle one) in _____

I understand that this report must be officially accepted by the Graduate School which will then forward it to the Library Learning Center, where it will be placed on microform or other electronic storage and made available as any other published document including placement on the Library Web Page. I attest that the research report is my original work, and that any copyrighable materials have been used with the permission of the original authors, and as such, it is automatically protected by the laws, rules, and regulations of the U.S. Copyright Office.

TITLE OF REPORT _____

SIGNATURE _____ **DATE** _____

PERMANENT ADDRESS _____

TELEPHONE # _____

(This section to be completed by the Graduate School)

This final research report was submitted in partial fulfillment of the requirements for the above stated degree on this date, and has been accepted by the Graduate School and is now ready for transmittal to the Library Learning Center for placement on microform or other storage media.

(Coordinator for Graduate Studies)

(Date)

(This form must accompany the research paper turned in to the Graduate School)

EMPLOYMENT SURVEY



Placement and Co-op Services, UW-Stout

Ph: 800-991-5284, www.uwstout.edu/place, email placementcoop@uwstout.edu, fax 715-232-3595, call 715-232-1601

Please complete the following survey and return it to the Placement and Co-op Services. The information will be kept confidential and will be used only for reporting purposes and improving services to students. This form is also available at our website and can be submitted electronically. www.uwstout.edu/place - **If you have already given us your employment info, please disregard.**

1. Name: _____

first
middle
last

 Address: _____ Today's Date: _____
 City/State/Zip: _____ Phone: _____
 Degree: (MS/BS) _____ Major/Concentration: _____ Grad month/year: _____
 Email: _____ website _____
2. Have you accepted an offer for employment upon graduation? ____ Yes ____ No
 If no, skip to questions 8, 9, 10. If yes, please complete survey.
3. Name of employer: _____
 Address: _____
 City/State/Zip: _____
 Phone: _____
4. Position/Job Title: _____
5. Full time/Part time: _____ Did you receive a sign-on bonus? ____ Yes ____ No
6. Annual Salary: \$ _____ (kept confidential) Bonus Amount \$ _____
7. I consider this job: ____ in my major ____ related ____ out of my major
8. I have not yet graduated. Anticipated graduation date (Mo/Yr) _____
9. I will be continuing my education at _____ University.
10. If not employed, please check one: ____ Seeking employment ____ Not seeking employment
11. Would you like a counselor to contact you regarding your employment status: ____ Yes ____ No

Please return survey by folding and using address on back.

This form also available at our website to be submitted electronically at www.uwstout.edu/place
 Thank you for your help!



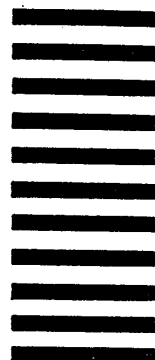
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UNITED STATES

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UNIVERSITY OF WISCONSIN-STOUT
PO BOX 790
MENOMONIE WI 54751-9989



APPENDIX C

Graduate College

Thesis Advisors

Graduate Faculty Approved for Research Advisor/Committee Member

Last Name	First Name	College	Grad Program	Advisory Number
Adekola	Abel	CTEM	MGT	19
Albrecht	Donna M. J.	CTEM	F&NS HE H&T	275
Allen	Charles T.	CHD	G&C ED M&FT SP F&NS HE VTE	190
Amoapim	Jonas	CTEM	MGT	292
Anderson	Alfred	CHD	F&NS	106
Annis	Jeff A.	CHD	VR	259
Applehans	Deanna	A&SA	HE	71
Arora	Mehar	CTEM	EDSIVLE MGT VTE	159
Badenoch	Stowe	CTEM	F&NS HE H&T	20
Bailey, Jr.	Willard F.	CAS	G&C ED	231
Barnard	Charles P.	CHD	G&C EDSGC ED M&FT SP VR	191
Barnhart	Carolyn	CHD	F&NS	132
Baughman	Donald	CHD	G&C EDSG&C ED	192
Beckham	Sue	CAS		103
Benkowski	Joseph	CTEM	T&D	50
Bergquist	Brian	CHD	H&T	116
Berkemer	Robert A.	CTEM	I/TE	276
Biggerstaff	Edwin L.	CHD	G&C EDSGC ED SP	193
Bigony	Bea	CAS	MFT	232
Block	Alan A.	CHD	ED	78
Bomar	Charles	CAS	F&NS	17
Botterbusch, Jr.	Karl	CHD	SP VR	260
Branscombe	Amanda	CHD	HE	134
Brouwer	Lynnette	CTEM	T&D	118
Budd	Desiree	CHD	SP	209
Buergermeister	James	CHD	F&NS HE H&T	117
Burningham	John	CTEM	I/TE	51
Burntvedt	Thor	CTEM	VTE, EDSIVLE	30
Byrd	James	CHD	EDSGC SP	194
Carlson, Jr.	Wallace C.	CTEM	MGT	160
Cheatham	Alflorencia	CHD		91
Choudhury	Gour	CHD	F&NS	112

Last Name	First Name	College	Grad Program	Advisory Number
Christofferson	Rita T.	CTEM	F&NS HE H&T	277
CirkI-Brehm	Nancy	CTEM	MGT	176
Claflin-Chalton	Sandra	CAS	MGT	233
Cochran	Tena Kathleen	CTEM	HE	21
Coker	Janice M.	CHD	F&NS HE H&T	107
Coomer	Jerry W.	CTEM	EDSIVLE MGT RC	161
Crandall	John	CAS	F&NS	35
Crist	Rod	CHD	G&C	96
Cruz	Hector	CHD		79
D'Souza	Peter	CHD	F&NS	121
Davies	Robert	CHD	H&T	120
Deery	Kathleen	CHD	VR	211
Ebel	Allen R.	A&SA	G&C	74
Eberhard	Susie	CHD	VR	222
Ellison	Marian J.	CAS	ED	184
Fahm	Esther G.	CHD		108
Fenton	Mark	CTEM	T&D	173
Ferree	Karen	CTEM	MGT	22
Finder	Brian	CTEM	RC	162
Flynn	Mary	CHD	G&C	197
Fox	Bert	CHD	HE	152
Franklin	Thomas E.	CHD	G&C EDSGC ED M&FT SP F&NS HE I/TE EDSIVE VTE	198
Furst-Bowe	Julie	A&SA	MDT	52
Gallo	Michael	CTEM	VTE	53
Garb	Frances	CAS	Special Appointment for E&HS	16
Gillett	Amy L.	CHD	ED	80
Giroux	Sharon	CHD	VR	122
Gorbatenko-Roth	Kristina	CHD	G&C	208
Hage	Sally	CHD	G&C, M&FT	223
Hall	R. Pinckney	A&SA	G&C EDSGC ED M&FT SP	75
Haltininer	Urs	CTEM	VTE	42
Hanson	Melinda	CHD	F&NS	105
Hare	Janette	CHD	HE	136
Harris	Lynn J.	CHD	Ed	199
Hartz	Roger L.	CTEM	I/TE MDT	54

Last Name	First Name	College	Grad Program	Advisory Number
Heimdahl	Peter	CTEM	MGT	279
Hendricks	Robert W.	CTEM	I/TE MDT	55
Herr	Judith	CHD	G&C SP F&NS HE H&T ED	137
Hirsch	Kathy	A&SA	VR	251
Holland	Joseph W.	CHD	F&NS HE H&T	123
Hopkins-Best	Mary	CHD	G&C EDSG&C ED SP EDSIVLE VTE	81
Horan	Robert J.	CAS	M&FT	98
Hossain	Ayub	CAS	F&NS	185
Ingram	Margaret E.	A&SA	HE	46
Jacobson	Rosemary	A&SA		45
Jafari	Jafar	CHD	F&NS HE H&T	124
James	Russell	CAS	FNS	18
Jax	Judith A.	CHD	ED M&FT F&NS HE H&T	139
Johnson	David	CTEM	T&D	58
Johnson	Sheryl	CTEM	VTE	163
Johnson	Stanley A.	CTEM	MGT	23
Johnson, Jr.	Jerome E.	CTEM	MGT	280
Kaiser	Gerald A.	CHD	VR	263
Karis	Terri	CHD	MFT	210
Keyes	Jim	CTEM	MGT	182
Klemme	Diane	CHD	HE	153
Knous	Barbara	CHD	F&NS	109
Koepke	Leslie Ann	CHD	G&C M&FT F&NS HE H&T	140
Kolb	Karl	CTEM	T&D MGT	68
Krueger	Charles T.	CTEM	MGT RC VTE	60
Kryshak	William J.	CTEM		24
Kuehl	Bruce	CHD	HE	141
Kuester	Vickie	A&SA	VE	178
Lacksonen	Thomas	CTEM	MGT	177
Lauson	John J.	A&SA		47
LaVecture	Lynn	CHD	ED	82
Lee	Howard	CTEM	EDSIVLE I/TE MGT MDT VTE	61
Levy	Michael M.	CAS	M&FT	99
Lowery	Cheryl	A&SA	G&C	252
Lui	John	CHD	VR	219

Last Name	First Name	College	Grad Program	Advisory Number
Lynch	Renee	CTEM	HE	25
Madland	Denise	A&SA	I/TE	179
Maglio	Joseph A.	CTEM	MGT	26
Mandelson	Dayle	CAS	VE	234
Maricle	Denise	CHD	G&C, School Psych	94
Marion	Marian C.	CHD	F&NS HE H&T	142
Martinson	Karen	CTEM	EDSIVLE	70
McAlister	Brian	CTEM	I/TE	49
McDonald	Kevin P.	CTEM	MGT	28
McGuirk	Phillip H.	CHD	F&NS HE H&T	126
Meinen	LaMont	A&SA	MGT	253
Menz	Fredrick	CHD	ED SP VR	266
Metelka	Charles	CHD	F&NS HE H&T RC	127
Meyer	Robert M.	CTEM	MGT	281
Milanesi	Louis	CHD	G&C SP	200
Miller	Louis	CAS	RC	13
Mooney	Carol T.	CTEM	EDSIVLE	62
Murphy	Shirley	A&SA	G&C	254
Murray	Mary	CHD	F&NS	104
Navarre	Katherine	CHD	ED	77
Nelson	Yvonne	CAS	F&NS	12
Nero	Sharon	CAS	H&T, T&D	235
Nicholls	Leland L.	CHD	F&NS HE H&T	128
Nicolai	Mike	CAS	MGT	246
Ninneman	Thomas R.	CAS	ED M&FT	236
Nold	Steve	CAS	F&NS	31
Noll	Allen J.	CHD	VR	267
Olson	Don E.	CTEM	VTE	283
Ondrus	Martin G.	CAS	F&NS RC	36
Orme	Scott	CHD	School Psych	93
Pamperin	Bruce F.	CAS	G&C ED M&FT SP	237
Parejko	Kenneth S.	CAS	H&T; ED	15
Parkhurst	Howard	CHD	ED	85
Parsons	Ann	CAS	F&NS	113
Peters	Robert	CHD	VR	213

Last Name	First Name	College	Grad Program	Advisory Number
Platz	Donald	CHD	HE	158
RJordan	Daniel G.	CAS	EDSIVLE	101
Rivera	Ray	A&SA	EDSGC	255
Rockwood	Gary	CHD	G&C	214
Rolter	Jerry	CTEM	T&D	284
Rommel	Judy	CHD	HE	144
Rosenthal	Ann	CHD	F&NS	115
Rosenthal	David	CHD	VR	215
Ruenger	Eugene	CAS	RC	37
Salt	Robert	CHD	M&FT FS&N HE H&T	145
Sand	Claire	CHD	F&NS	114
Schlieve	Amy	CHD	School Psych	92
Schlough	Steve	CTEM	T&D I/TE	63
Schuler	Robert	CAS	ED	102
Schultz	Forrest	CAS	F&NS	38
Schulz	Teresa	CHD	H&T	131
Seaborn	Carol	CHD	F&NS	111
Sedlak	Robert A.	A&SA	G&C ED SP VTE	8
Sherman	Mitchell	CHD	SP	203
Shumate	Steve	CHD	G&C, M&FT	224
Skinner	Denise A.	CHD	G&C M&FT SP F&NS HE H&T	146
Smeaton	George	CHD	G&C	204
Smith	C. Ed	CTEM	MGT	69
Smith	Christopher A.	CHD		72
Sorrell	Elbert	CTEM	RC	167
Stanton	Jill A.	CHD		86
Stauffacher	Paul	CAS	HE	248
Stewart	Donna H.	CTEM	MGT	168
Stewart	Shirley	CHD	SP VR	217
Stradins	Linards	CTEM	MGT	293
Swan	David	CHD	VR	268
Swanson	Helen	CHD	ED	205
Tafalla	Richard	CHD	G&C	206
Tan	James	CHD	AP	227
Taylor	Juli	CTEM	EDSIVE VTE	43

Last Name	First Name	College	Grad Program	Advisory Number
Teleb	Radi	CAS	MGT	186
Tenorio	James	CTEM	I/TE	66
Terry	Steven P.	A&SA	ED	189
Thielman	Loretta R.	CAS	MGT I/TE	187
Thomas	Dale F.	CHD	VR G&C SP	269
Thompson	Mary E.	CHD		148
Timper	Hans E.	CTEM	I/TE MGT	285
Tusing	Mary Beth	CHD	ED; SC; SP	97
Tyson	Richard	CAS	VE	239
Van Den Heuvel	Dennis	CHD	EDSGC	89
Van Loenen	Darrell	CHD	H&T	129
Vande Linde	Ana M. Q.	CAS	F&NS	39
Vanden Bloomen	Dennis R.	CTEM	MGT	29
Vang	Stephen	A&SA	G&C	256
Verdon	Ronald	CAS	VR	11
Vomela	Richard A.	CTEM	MGT	286
Voss	Thomas	CTEM	MGT	289
Way	William R.	CHD		130
Weber	Donna M.	CHD	G&C	207
Weckmueller	Ned A.	CTEM	MGT	169
Weissenburger	Jacalyn	CHD	SP	90
Welch Lui	Katherine	CTEM	TD	48
Welty	Kenneth	CTEM	MGT I/TE	67
Wesolek	John	CHD	VR MGT VTE	5
White	Sandra	A&SA	ED	73
Williams	John M.	CHD	G&C EDSGC ED M&FT SP F&NS HE H&T	150
Williamson, Jr.	Hugh P.	CTEM	MGT	170
Zhou	Norman	CTEM	MDT	287
Zimmerman	Karen	CHD	G&C ED M&FT SP FS&N HE H&T	151
Zirkle	Denise	CHD	G&C	95

APPENDIX D

Graduate Thesis Advisors:

A Directory of Research Interests and Expertise

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Abraham, Robin R.	410 Bowman Hall	2468	Counseling/Mental Health <i>Counseling/mental health</i>	abrahamr@uwstout.edu
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Albrecht, Donna	330 HE Bldg	2405	Aesthetics Apparel/Design Apparel/Manufacturing Apparel/Retailing Clothing Computer Designs Costume Design Home Economics <i>Aesthetics</i> <i>Apparel/Design</i> <i>Apparel/Manufacturing</i> <i>Apparel/Retailing</i> <i>Clothing</i> <i>Computer Graphics</i> <i>Costume Design</i> <i>Training and Development</i>	albrechtd@uwstout.edu
Anderson, Alfred	223 HEC Building	1175	Food Processing/Production <i>Food Processing/Production</i>	andersonalf@uwstout.edu
Bailey, Bill	321 HH	2226	Communication Skills Culture Ethnic Studies Gender Studies Poverty <i>Poverty</i> <i>Work/ Employment</i>	baileyb@uwstout.edu

Barnhart, Carolyn	368 HE	2545	Administration Catering Child Care Curriculum Education/Adult Education/Vocational Food Processing/Production Food Safety Food Services Higher Education Home Economics Leadership Research/Consumer Teacher Effectiveness Teaching Methods <i>Academics</i> <i>Administration</i> <i>Catering</i> <i>Childcare</i> <i>Culture</i> <i>Decision Making</i> <i>Education/Adult</i> <i>Education/Elementary</i> <i>Education/Vocational</i> <i>Family Issues</i> <i>Food processing/Production</i> <i>Food Safety</i> <i>Food Services</i> <i>Higher Education</i> <i>Home Economics</i> <i>Leadership</i> <i>Learning Styles</i> <i>Obesity</i> <i>Public Relations</i> <i>Religion</i> <i>Teacher Effectiveness</i> <i>Teaching Methods</i>	barnhartc@uwstout.edu
Barth, Don	323G Applied Arts	2548	Art <i>Art</i>	barthd@uwstout.edu

Benkowski, Joe	278 Jarvis Hall	5266	Carpentry Education/Vocational Employee Relations Higher Education Management/Human Resources Task Analysis Teaching Methods <i>Academics</i> <i>Administration</i> <i>Education/Vocational</i> <i>Employee Relations</i> <i>Food Processing/Production</i> <i>Management/Natural Resources</i> <i>Manufacturing</i> <i>Metals</i> <i>Task Analysis</i> <i>Training And Development</i>	benkowskij@uwstout.edu
Bergquist, Brian	441 HE Bldg.	2290	Catering Education/Vocational Food Safety Food Services Higher Education Hospitality Hospitality Management Learning/Distance <i>Academics</i> <i>Education/Adult</i> <i>Food Safety</i> <i>Food Services</i> <i>Higher Education</i> <i>Hospitality</i> <i>Hospitality Management</i> <i>Learning/Distance</i>	bergquistb@uwstout.edu
Block, Alan A.	EHS 421	2496	Curriculum <i>Philosophy</i>	blocka@uwstout.edu
Bomar, Chuck	203A Jarvis	2562	Other Insect Ecologist Animal Behavior Land Use Planning Globalization Environmental Impact <i>Statistics</i> <i>Curriculum</i> <i>Behavioral Science</i> <i>Foreign Travel</i> <i>Eco-tourism</i> <i>Sustainable Agriculture</i>	bomarc@uwstout.edu

Botterbusch, Karl PhD	506 Human Services	1464	Alcohol Counseling/Rehabilitation Disabilities Independent Living Job Analysis Psychology/Social Psychometrics Rehabilitation Rehabilitation/Counseling Vocational Evaluation <i>Addiction</i> <i>Alcohol</i> <i>Counseling/Rehabilitation</i> <i>Independent Living</i> <i>Job Analysis</i> <i>Psychology/Social</i> <i>Rehabilitation</i> <i>Rehabilitation/Counseling</i> <i>Research/Funding</i> <i>Vocational Evaluation</i> <i>Work/ Employment</i>	botterbuschk@uwstout.edu
Brouwer, Lynnette	401 HE	2541	Culture Education/Adult Gender Studies Hospitality Hospitality Management International Studies Leadership Learning/Distance Training and Development <i>Adoption</i> <i>Death And Dying</i> <i>Ethnic Studies</i> <i>Gender Studies</i> <i>International Studies</i> <i>Leadership</i> <i>Religion</i>	brouwerl@uwstout.edu
Buergermeister, Jim	HE 440	2528	Food Services <i>Hospitality Management</i>	buergermeisterj@uwstout.edu
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Byrd, James I.	309 EHS	2650	Adolescence Decision Making Gender Studies Psychology/Developmental Psychology/Experimental Psychology/Industrial Psychology/Social Other <i>Administration Adolescence Decision Making Gender Studies Leadership Learning Styles Learning/Distance Psychology/Developmental Psychology/Experimental Psychology/Industrial Psychology/Social Other</i>	byrdj@uwstout.edu
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D'Souza, Peter	266 HE	1491	Catering Food Processing/Production Food Safety Food Services Hospitality Hospitality Management Tourism/Trade Other <i>Ethics Food Processing/Production Food Safety Food Services Hospitality Hospitality Management Tourism/Trade Other</i>	dsouzap@uwstout.edu

Davies, Bob	HE448	1480	Education/Vocational Employee Relations Hospitality Hospitality Management Quality Control Recreation Tourism/Trade <i>Education/Vocational</i> <i>Employee Relations</i> <i>Hospitality</i> <i>Hospitality Management</i> <i>Public Relations</i> <i>Quality Control</i> <i>Recreation</i> <i>Research/Consumer</i> <i>Teaching Methods</i> <i>Tourism/Trade</i>	daviesb@uwstout.edu
Deery, Kathleen	250 Vocational Rehabilitation Bldg.	2233	AIDS/HIV Cognitive Disabilities Counseling/Rehabilitation Dementia Disabilities Psychometrics Rehabilitation Rehabilitation/Counseling Rehabilitation/Admin Work/Employment <i>AIDS/HIV</i> <i>Cognitive Disabilities</i> <i>Counseling/Rehabilitation</i> <i>dementia</i> <i>Disabilities</i> <i>Psychometrics</i> <i>Rehabilitation</i> <i>Rehabilitation/Counseling</i> <i>Rehabilitation/Admin</i> <i>Work/Employment</i>	deeryk@uwstout.edu
Finder, Brian	125 Science Wing	1422	Risk Control Safety/Industrial Safety/Occupational Safety/Measures <i>Alcohol</i> <i>Behavior Disorders</i> <i>Drugs</i> <i>Food Safety</i> <i>Job Analysis</i> <i>Metals</i> <i>Training And Development</i>	finderb@uwstout.edu
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Johnson, Jerome	158A Tech Wing Jarvis Hall	1457	Carpentry <i>Carpentry</i>	johnsonj@uwstout.edu
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Koepke, Leslie	102 Home Economics	2237	Adolescence Culture Ethnic Studies Family Issues Juvenile Delinquency Traditions Other <i>Abuse</i> <i>Adolescence</i> <i>Counseling/Guidance</i> <i>Counseling/Mental Health</i> <i>Counseling/School</i> <i>Culture</i> <i>Ethnic Studies</i> <i>Family Issues</i> <i>Hospice</i> <i>Juvenile Delinquency</i> <i>Management/Human Resources</i> <i>Poverty</i> <i>Psychology/Counseling</i> <i>Religion</i> <i>Traditions</i> <i>Other</i>	koepkel@uwstout.edu
Kuehl, Bruce	342 Voc. Rehab.	2194	Rape Sexual Abuse Violence <i>Behavior Disorders</i>	kuehlb@uwstout.edu
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LaVenture, Lynn	425 EHS	2679	Abuse Behavior Disorders Cognitive Disabilities Cooperative Education Counseling/Elementary Counseling/Guidance Teacher Effectiveness Violence <i>Abuse</i> <i>Cognitive Disabilities</i> <i>Cooperative Education</i> <i>Counseling/Elementary</i> <i>Counseling/Guidance</i> <i>Disabilities</i> <i>Education/Elementary</i> <i>Gifted Education</i> <i>Psychology/Child</i> <i>Teacher Effectiveness</i>	laventurel@uwstout.edu
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Levy, Michael	148 HH	1473	Literature <i>Abuse</i> <i>Adolescence</i> <i>Adoption</i> <i>Education/Elementary</i> <i>Ethnic Studies</i> <i>Gender Studies</i> <i>Literature</i> <i>Sexual Abuse</i>	levym@uwstout.edu
Lui, Kat	141 CT	5634	Counseling/Rehabilitation Disabilities Employee Relations Job Analysis Leadership Learning Styles Learning/Distance Management/Human Resources Task Analysis Training and Development Vocational Evaluation Work/Employment <i>Counseling/Rehabilitation</i> <i>Disabilities</i> <i>Education/Adult</i> <i>Employee Relations</i> <i>Job Analysis</i> <i>Leadership</i> <i>Learning Styles</i> <i>Learning/Distance</i> <i>Management/Human Resources</i> <i>Task Analysis</i> <i>Training and Development</i> <i>Vocational Evaluation</i>	luik@uwstout.edu
Lynch, Renee PhD	261 Tech Wing	2540	Advertising/Marketing Apparel/Retailing Media Research/Consumer <i>Advertising/Marketing</i> <i>Apparel/Retailing</i> <i>Gender Studies</i> <i>International Studies</i> <i>Media</i> <i>Research/Consumer</i>	lynchr@uwstout.edu

Maricle, Denise E.	413 EHS	2229	Abnormal Psychology Behavior Disorders Cognitive Disabilities Counseling/Mental Health Counseling/School Depression Developmental Disabilities Discipline Education/Elementary Ethics Juvenile Delinquency Law Play Therapy Psychology/Child Psychology/Counseling Psychology/Program Eval Psychology/School Sexual Abuse <i>Abnormal Psychology</i> <i>Artificial Intelligence</i> <i>Cognitive Disabilities</i> <i>Counseling/Elementary</i> <i>Counseling/Mental Health</i> <i>Counseling/School</i> <i>Depression</i> <i>Developmental Disabilities</i> <i>Discipline</i> <i>Ethics</i> <i>Law</i> <i>Play Therapy</i> <i>Psychology/Child</i> <i>Psychology/Counseling</i> <i>Psychology/Program Eval</i> <i>Psychology/School</i> <i>Sexual Abuse</i> <i>Violence</i>	maricled@uwstout.edu
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Meinen, Dr. LaMont D.	103 Admin. Bldg.	1469	Other <i>Cooperative Education</i> <i>Ethics</i> <i>Management/Human Resources</i> <i>Manufacturing</i> <i>Work/ Employment</i>	meinenl@uwstout.edu

Milanesi, Louis C. PhD	Psychology Dept	2659	Health Care Population Studies Psychology/Health Psychology/Industrial Psychology/Program Eval Psychology/Social Research/Consumer Rural Studies Statistics Stress Other <i>Health Care</i> <i>Population Studies</i> <i>Psychology/Health</i> <i>Psychology/Industrial</i> <i>Psychology/Program Eval</i> <i>Psychology/Social</i> <i>Research/Consumer</i> <i>Rural Studies</i> <i>Statistics</i> <i>Stress</i> <i>Other</i>	milanesil@uwstout.edu
Miller, Glen	324 Fryklund Hall	2274	Education/Industry Tech Education/Vocational Metals <i>Education/Industry Tech</i> <i>Education/Vocational</i> <i>Metals</i>	millerg@uwstout.edu
Mooney, Carol T.	280 TW	1444	Education/Adult <i>Advertising/Marketing</i>	mooneyc@uwstout.edu
Murphy, Dr. Shirley	11 Bowman Hall	3791	Administration Culture Education/Adult Education/Vocational Higher Education Leadership Other <i>Administration</i> <i>Education/Adult</i> <i>Education/Vocational</i> <i>Higher Education</i> <i>Other</i>	murphysh@uwstout.edu

Murray, Mary RD, MS, CD	226 Home Economics	2088	Diet Diseases Food Safety Food Services Health Care Nutrition Obesity <i>Diet</i> <i>Diseases</i> <i>Food Safety</i> <i>Food Services</i> <i>Health Care</i> <i>Nutrition</i> <i>Obesity</i>	murraym@uwstout.edu
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Noll, Al	101 VR	2379	Education/Vocational Rehabilitation Rehabilitation/Counseling Rehabilitation/Admin Training and Development Vocational Evaluation Work/Employment Workers Compensation <i>Rehabilitation/Counseling</i> <i>Rehabilitation/Admin</i> <i>Task Analysis</i> <i>Vocational Evaluation</i> <i>Work/Employment</i> <i>Workers Compensation</i>	nolla@uwstout.edu
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Platz, Donald	HE 123	1224	Learning Styles Teacher Effectiveness Teaching Methods <i>Teacher Effectiveness</i> <i>Teaching Methods</i>	platzd@uwstout.edu
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Reeg-Steidinger, Jana	110 LLC	1553	Library Studies Literature Teacher Effectiveness Teaching Methods Other <i>Education/Adult</i> <i>Gender Studies</i> <i>Gifted Education</i> <i>Higher Education</i> <i>Library Studies</i> <i>Literature</i> <i>Media</i> <i>Teacher Effectiveness</i> <i>Teaching Methods</i> <i>Other</i>	reegj@uwstout.edu
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Skinner, Denise A.	118 HE Bldg.	2522	Child Care Divorce Family Issues Law Marriage Stress Work/Employment <i>Child Care</i> <i>Divorce</i> <i>Family Issues</i> <i>Gender Studies</i> <i>Law</i> <i>Marriage</i> <i>Stress</i> <i>Work/Employment</i>	skinnerd@uwstout.edu
Smeaton, George	323 EHS	2647	AIDS/HIV Alcohol Gender Studies Management/Human Resources Psychology/Health Psychology/Industrial Psychology/Social Research/Consumer Statistics Violence <i>AIDS/HIV</i> <i>Alcohol</i> <i>Drugs</i> <i>Gender Studies</i> <i>Gifted Education</i> <i>Hyperactivity</i> <i>Management/Human Resource</i> <i>Psychology/Industrial</i> <i>Psychology/Social</i> <i>Violence</i>	smeatong@uwstout.edu

Sorrell, Dr. Elbert	125 Science Wing	2630	Construction Injuries Management/Human Resources Risk Control Safety/Industrial Safety/Occupational Safety/Measures Workers Compensation <i>Construction</i> <i>Hazardous Materials/Waste</i> <i>Injuries</i> <i>Job Analysis</i> <i>Management/Human Resources</i> <i>Risk Control</i> <i>Safety/Industrial</i> <i>Safety/Occupational</i> <i>Safety/Measures</i> <i>Workers Compensation</i>	sorrelle@uwstout.edu
Stanton, Jill	420 Human Services	1622	Cooperative Education Culture Curriculum Ethnic Studies Foreign Studies Gender Studies Language Studies Learning Styles Poverty <i>Cooperative Education</i> <i>Culture</i> <i>Curriculum</i> <i>Developmental Disabilities</i> <i>Disabilities</i> <i>Ethnic Studies</i> <i>Family Issues</i> <i>Foreign Studies</i> <i>Gender Studies</i> <i>Higher Education</i> <i>History</i> <i>International Studies</i> <i>Language Studies</i> <i>Leadership</i> <i>Learning Styles</i> <i>Motivational Studies</i> <i>Population Studies</i> <i>Poverty</i> <i>Religion</i> <i>Teacher Effectiveness</i> <i>Teaching Methods</i> <i>Traditions</i> <i>Urban Studies</i>	stantonj@uwstout.edu
Stewart, Donna	TW 228	1234	Manufacturing <i>Productivity/Industrial</i>	stewartd@uwstout.edu

Stradins, Linards	305 Fryklund Hall	5293	Computer Designs Computer Graphics Computer Programming Manufacturing <i>Computer Designs</i> <i>Computer Graphics</i> <i>Computer Programming</i> <i>Manufacturing</i>	stradinsl@uwstout.edu
Swan, Dave	201 Voc Rehab.	1419	Counseling/Rehabilitation Disabilities Rehabilitation Rehabilitation/Counseling Rehabilitation/Admin Vocational Evaluation Work/Employment <i>Cognitive Disabilities</i> <i>Counseling/Rehabilitation</i> <i>Developmental Disabilities</i> <i>Job Analysis</i> <i>Rehabilitation</i> <i>Rehabilitation/Counseling</i> <i>Rehabilitation/Admin</i> <i>Vocational Evaluation</i> <i>Work/Employment</i>	swand@uwstout.edu

Swanson, Dr. Helen	308 EHS	2784	Adolescence Child Care Education/Elementary Family Issues Gender Studies Juvenile Delinquency Psychology/Child Psychology/Developmental Psychology/Experimental <i>Abuse</i> <i>Adolescence</i> <i>Adoption</i> <i>Child Care</i> <i>Cognitive Disabilities</i> <i>Counseling/Elementary</i> <i>Counseling/Guidance</i> <i>Counseling/School</i> <i>Counseling/Secondary</i> <i>Death And Dying</i> <i>Divorce</i> <i>Education/Elementary</i> <i>Ethics</i> <i>Family Issues</i> <i>Gender Studies</i> <i>Juvenile Delinquency</i> <i>Learning Styles</i> <i>Marriage</i> <i>Play Therapy</i> <i>Poverty</i> <i>Pregnancy</i> <i>Psychology/Child</i> <i>Psychology/Counseling</i> <i>Psychology/Developmental</i> <i>Psychology/Experimental</i> <i>Psychology/Social</i> <i>Psychology/School</i> <i>Sexual Abuse</i>	swansonh@uwstout.edu
Tafalla, Richard	EHS 326	1662	Artificial Intelligence Diseases Psychology/Health Stress <i>Standards/Quality</i>	tafallar@uwstout.edu
Tan, James	McCalmont 321	5224	Leadership Management/Human Resources Psychology/Industrial Training and Development <i>Management/Human Resources</i> <i>Psychology/Industrial</i> <i>Psychology/Social</i> <i>Psychometrics</i> <i>Research/Consumer</i> <i>Training and Development</i>	tanj@uwstout.edu

Taylor, Juli	CT 137	1443	Accounting Educational/Vocational Learning/Distance Task Analysis Taxes/Taxation Teacher Effectiveness Teaching Methods Vocational Evaluation <i>Accounting</i> <i>Educational/Vocational Learning/Distance</i> <i>Task Analysis</i> <i>Taxes/Taxation</i> <i>Teacher Effectiveness</i> <i>Teaching Methods</i> <i>Vocational Evaluation</i>	taylorju@uwstout.edu
Teleb, Radi	223 Harvey Hall	1404	Computer Programming Decision Making <i>Computer Programming</i> <i>Decision Making</i> <i>Mathematics</i> <i>Statistics</i> <i>Training And Development</i>	telebr@uwstout.edu
Thielman, Loretta J.	Harvey Hall 202 G	1398	Statistics <i>Statistics</i>	thielmanl@uwstout.edu
Thomas, Dale PhD	503 Human Serv	2236	Other <i>Other</i>	thomasd@uwstout.edu
Thompson, Mary	125 Home Economics	1463	Culture Divorce Family Issues Psychology/Developmental <i>Culture</i> <i>Education/Adult</i> <i>Family Issues</i> <i>Gender Studies</i> <i>Hospice</i> <i>Home Economics</i> <i>International Studies</i> <i>Psychology/Developmental</i>	thompsonm@uwstout.edu

Tusing, Mary E.	412 EHS	2657	Behavior Disorders Counseling/School Psychology/Child Psychology/Counseling Psychology/Developmental Psychology/Program Eval Psychology/School Psychometrics <i>Adolescence</i> <i>Behavior Disorders</i> <i>Counseling/School</i> <i>Juvenile Delinquency</i> <i>Psychology/Child</i> <i>Psychology/Counseling</i> <i>Psychology/Developmental</i> <i>Psychology/Program Eval</i> <i>Psychology/School</i> <i>Statistics</i>	tusingm@uwstout.edu
Tyson, Richard	322 Harvey Hall	1529	Employee Relations <i>Employee Relations</i>	tysonr@uwstout.edu
Van Loenen, Dr. Darrell	H.E.405	2543	Accounting <i>Accounting</i>	vanloenend@uwstout.edu
Vanden Bloomen, Dennis	243 TW	2311	Advertising/Market Foreign Studies International Studies Recreation Tourism/Trade <i>Advertising/Market</i> <i>Culture</i> <i>Disabilities</i> <i>International Studies</i> <i>Tourism/Trade</i>	vandenbloomd@uwstout.edu
Vang, Stephen	217 Bowman Hall	5029	Accounting Counseling/Guidance Counseling/School Culture Foreign Studies History <i>Ethnic Studies</i> <i>History</i>	vangs@uwstout.edu

Vranak, Dr. John G.	238 Tech Wing Jarvis Hall	1261	Administration Carpentry Computer Graphics Construction Education/Adult Education/Industry Tech Education/Vocational Teacher Effectiveness Teaching Methods Training and Development <i>Administration</i> <i>Athletics</i> <i>Carpentry</i> <i>Communication Skills</i> <i>Computer Design</i> <i>Computer Graphics</i> <i>Construction</i> <i>Curriculum</i> <i>Decision Making</i> <i>Discipline</i> <i>Education/Adult</i> <i>Education/Industry Tech</i> <i>Education/Vocational</i> <i>Employee Relations</i> <i>Ethics</i> <i>Higher Education</i> <i>Recreation</i> <i>Safety/Industrial</i> <i>Teacher Effectiveness</i> <i>Teaching Methods</i> <i>Training and Development</i> <i>Vocational Evaluation</i>	vranakj@uwstout.edu
Weissenburger, Jacalyn	409 Education and Human Services	1326	Adolescence Counseling/Elementary Counseling/Guidance Counseling/School Counseling/Secondary Disabilities Play Therapy Psychology/Counseling Psychology/School <i>Behavior Disorders</i> <i>Counseling/Elementary</i> <i>Counseling/School</i> <i>Counseling/Secondary</i> <i>Education/Elementary</i> <i>Play Therapy</i> <i>Psychology/Child</i> <i>Psychology/School</i>	weissenburgj@uwstout.edu
Welty, Kenneth	224D Comm. Tech. Bldg.	1206	Teaching Methods <i>Teaching/Methods</i>	weltyk@uwstout.edu
Wesolek, John	215 Home Ec Bldg	2687	Work/Employment <i>Vocational Evaluation</i>	wesolekj@uwstout.edu

White, Sandy	140 Voc Rehab Bldg	1610	Administration Education/Adult Education/Vocational <i>Administration</i> <i>Education/Adult</i> <i>Other</i>	whites@uwstout.edu
Zimmerman, Karen	117 Home Economics Bldg.	2530	Academics Child Care Curriculum Education/Vocational Family Issues Home Economics Teaching Methods <i>Adolescence</i> <i>Child Care</i> <i>Cooperative Education</i> <i>Curriculum</i> <i>Education/Adult</i> <i>Education/Vocational</i> <i>Family Issues</i> <i>Home Economics</i> <i>Stress</i> <i>Teaching Methods</i>	zimmermank@uwstout.edu

Category	Expertise	Interest
Abnormal Psychology	Denise E. Maricle Dr. Amy Schlieve Gary Rockwood Lynn J. Harris Scott Orme Stephen Shumate	Lynn J. Harris Denise E. Maricle Bruce Pamperin Gary Rockwood Dr. Amy Schlieve
Abuse	Anne Ramage Bruce Pamperin Dr. Amy Schlieve Lynn LaVenture Sharon S. Giroux	Amy Gillett Sharon S. Giroux, PhD Leslie Koepke Lynn LaVenture Michael Levy Dr. Helen Swanson
Academics	Karen Zimmerman	Carolyn Barnhart Joe Benkowski Brian Bergquist
Accounting	Dr. Darrell Van Loenen Juli Taylor Stephen Vang	Juli Taylor Dr. Darrell Van Loenen
Administration	Carolyn Barnhart Dr. John G. Vranak Dr. Shirley Murphy Howard D. Lee Julie Furst-Bowe Sandy White	Abel Adekola Carolyn Barnhart Joe Benkowski James I. Byrd Julie Furst-Bowe Jim Keyes Howard D. Lee Dr. Shirley Murphy Dr. John G. Vranak Sandy White
Addiction	Sharon S. Giroux, PhD	Karl Botterbusch, PhD Sharon S. Giroux, PhD

Adolescents	Amy Gillett Dr. Helen Swanson Howard Parkhurst Jacalyn Weissenburger James I Byrd Leslie Koepke Sharon S. Giroux, PhD	James I. Byrd Sharon S. Giroux, PhD Robert Horan Leslie Koepke Michael Levy Howard Parkhurst Dr. Helen Swanson Mary E. Tusing Karen Zimmerman
Adoption		Lynnette Brouwer Michael Levy Dr. Helen Swanson
Advertising/Marketing	Sharon S. Giroux, PhD Thor Burntvedt Dennis Vanden Bloomen	Abel Adekola Thor Burntvedt Julie Furst-Bowe Sharon S. Giroux, PhD Carol T. Mooney Dennis Vanden Bloomen
Aesthetics	Donna Albrecht	Donna Albrecht
AIDS/HIV	George Smeaton Kathleen Deery Sharon S. Giroux, PhD	Kathleen Deery Sharon S. Giroux, PhD Yvonne Nelson Anne Parsons George Smeaton
Alcohol	Anne Ramage Dr. Amy Schlieve George Smeaton Karl Botterbusch, PhD Stephen Shumate	Karl Botterbusch, PhD Brian Finder Anne Ramage Dr. Amy Schlieve Stephen Shumate George Smeaton
Anthology		
Apparel/Design	Donna Albrecht	Donna Albrecht
Apparel/Manufacturing	Donna Albrecht	Donna Albrecht
Apparel/Retailing	Donna Albrecht	Donna Albrecht
Artificial Intelligence	Richard Tafalla	Denise E. Maricle
Art	Don Barth	Don Barth

Athletics		Dr. John G. Vranak
Behavior Disorders	Denise E. Maricle Dr. Amy Schlieve Gary Rockwood Lynn LaVenture Mary E. Tusing Robert Peters Scott Orme	Brian Finder Amy Gillett Lynn J. Harris Bruce Kuehl Gary Rockwood Dr. Amy Schlieve Mary E. Tusing Jacalyn Weissenburger
Behavioral Science		Chuck Bomar
Carpentry	Dr. John G. Vranak Jerome Johnson Joe Benkowski	Jerome Johnson Dr. John G. Vranak
Catering	Brian Bergquist Carolyn Barnhart Peter D'Souza	Carolyn Barnhart
Child Care	Carolyn Barnhart Denise A. Skinner Dr. Helen Swanson Karen Zimmerman	Carolyn Barnhart Denise A. Skinner Dr. Helen Swanson Karen Zimmerman
Clothing	Donna Albrecht	Donna Albrecht Diane Klemme
Cognitive Disabilities	Amy Gillett Denise E. Maricle Dr. Amy Schlieve Kathleen Deery Sharon S. Giroux, PhD	Kathleen Deery Amy Gillett Sharon S. Giroux, PhD Lynn LaVenture Denise E. Maricle Dr. Amy Schlieve Dave Swan Dr. Helen Swanson
Communication Skills	Bill Bailey Gary Rockwood Margy Ingram Mike Nicolai Robert Salt	Margy Ingram Gary Rockwood Robert Salt Dr. John G. Vranak
Computer Designs	Donna Albrecht Linards Stradins Richard Rothaupt	Richard Rothaupt Linards Stradins Dr. John G. Vranak

Computer Graphics	Dr. Gary S. Godfrey Dr. John G. Vranak Linards Stradins	Donna Albrecht Dr. Gary S. Godfrey Linards Stradins Dr. John G. Vranak
Computer Programming	John S. Burningham Linards Stradins Radi Teleb	John S. Burningham Linards Stradins Radi Teleb
Construction	Dr. Elbert Sorrell Dr. John G. Vranak	Dr. Elbert Sorrell Dr. John G. Vranak
Cooperative Education	Jill Stanton Judy I. Rommel Lynn LaVenture	Lynn LaVenture Dr. LaMont D. Meinen Judy I. Rommel Jill Stanton Karen Zimmerman
Costume Design	Donna Albrecht	Donna Albrecht
Counseling/Elementary	Jacalyn Weissenburger Lynn LaVenture	Lynn LaVenture Denise E. Maricle Dr. Helen Swanson Jacalyn Weissenburger
Counseling/Guidance	Jacalyn Weissenburger Lynn LaVenture Stephen Vang	Leslie Koepke Lynn LaVenture Dr. Helen Swanson
Counseling/Mental health	Anne Ramage Denise E. Maricle Gary Rockwood Robin R. Abraham Stephen Shumate	Robin R. Abraham Leslie Koepke Denise E. Maricle Anne Ramage Gary Rockwood Stephen Shumate
Counseling/School	Denise E. Maricle Jacalyn Weissenburger Mary E. Tusing Stephen Vang	Leslie Koepke Denise E. Maricle Dr. Amy Schlieve Dr. Helen Swanson Mary E. Tusing Jacalyn Weissenburger

Counseling/Secondary	Jacalyn Weissenburger	Dr. Helen Swanson Jacalyn Weissenburger
Counseling/Rehabilitation	Dave Swan Karl Botterbusch PhD Kat Lui Kathleen Deery	Karl Botterbusch, PhD Kathleen Deery Kat Lui Dave Swan
Culture	Bill Bailey Dr. Shirley Murphy Jill Stanton Leslie Koepke Lynnette Brouwer Mary Thompson Mike Nicolai Robert Horan Stephen Vang	Carolyn Barnhart Jafar Jafari Leslie Koepke Dr. Brian K. McAlister Jill Stanton Mary Thompson Dennis Vanden Bloomen
Curriculum	Alan A. Block Carolyn Barnhart Dr. Brian K. McAlister Jill Stanton Karen Zimmerman Richard Rothaupt Sharon S. Giroux, PhD	Chuck Bomar Julie Furst-Bowe Sharon S. Giroux, PhD Urs Haltinner Richard Rothaupt Jill Stanton Dr. John G. Vranak Karen Zimmerman
Death and Dying	Jan Hare	Lynnette Brouwer Jan Hare Dr. Helen Swanson
Decision Making	James I Byrd Judy I. Rommel Radi Teleb	Carolyn Barnhart James I. Byrd Judy I. Rommel Dr. Amy Schlieve Radi Teleb Dr. John G. Vranak
Dementia	Jan Hare Kathleen Deery	Kathleen Deery Jan Hare Anne Parsons

Depression	Denise E. Maricle Gary Rockwood Sharon S. Giroux, PhD	Sharon S. Giroux, PhD Denise E. Maricle Gary Rockwood
Developmental Disabilities	Denise E. Maricle Sharon S. Giroux, PhD	Amy Gillett Sharon S. Giroux, PhD Denise E. Maricle Jill Stanton Dave Swan
Diet	Carol Seaborn Mary Murray, RD,MS,CD	Janice Coker Mary Murray, RD,MS,CD Anne Parsons Carol Seaborn
Disabilities	Amy Gillett Dave Swan Dr. Amy Schlieve Jacalyn Weissenburger Karl Botterbusch, PhD Kat Lui Kathleen Deery Sharon S. Giroux, PhD	Kathleen Deery Amy Gillett Sharon S. Giroux, PhD Lynn LaVenture Kat Lui Dr. Amy Schlieve Jill Stanton Dennis Vanden Bloomen
Discipline	Denise E. Maricle Dr. Amy Schlieve	Denise E. Maricle Dr. Amy Schlieve Dr. John G. Vranak
Diseases	Mary Murray, RD, MS, CD Richard Tafalla	Mary Murray, RD,MS,CD Anne Parsons
Divorce	Denise A. Skinner Judy I. Rommel Mary Thompson Sharon S. Giroux, PhD Stephen Shumate	Sharon S. Giroux, PhD Judy I. Rommel Stephen Shumate Denise A. Skinner Dr. Helen Swanson
Drugs	Stephen Shumate	Brian Finder Anne Parsons Stephen Shumate George Smeaton
Eco-tourism		Chuck Bomar

Education/Adult	Carol T. Mooney Carolyn Barnhart Diane Klemme Dr. Amy Schlieve Dr. John G. Vranak Dr. Shirley Murphy Julie Furst-Bowe Lynnette Brouwer Richard Rothaupt Sandy White	Carolyn Barnhart Brian Bergquist Thor Burntvedt Julie Furst-Bowe Diane Klemme Kat Lui Dr. Shirley Murphy Jana Reeg-Steidinger Richard Rothaupt Dr. Amy Schlieve Steve Schlough Mary Thompson Dr. John G. Vranak Sandy White Karen Zimmerman
Education/Elementary	Denise E. Maricle Dr. Amy Schlieve Dr. Helen Swanson Scott Orme	Carolyn Barnhart Lynn LaVenture Michael Levy Dr. Amy Schlieve Dr. Helen Swanson Jacalyn Weissenburger
Education/Industry Tech.	Dr. David A. Johnson Dr. John G. Vranak Glen Miller John S. Burningham Richard Rothaupt	John S. Burningham Glen Miller Richard Rothaupt Steve Schlough Dr. John G. Vranak

Education/ Vocational	Al Noll Bob Davies Brian Bergquist Carolyn Barnhart Diane Klemme Dr. John G. Vranak Dr. Shirley Murphy Glen Miller Joe Benkowski John S. Burningham Julie Furst-Bowe Karen Zimmerman Sandy White Sharon S. Giroux, PhD Steve Schlough Urs Haltinner	Carolyn Barnhart Joe Benkowski John S. Burningham Thor Burntvedt Bob Davies Julie Furst-Bowe Sharon S. Giroux, PhD Diane Klemme Glen Miller Dr. Shirley Murphy Richard Rothaupt Steve Schlough Juli Taylor Dr. John G. Vranak Karen Zimmerman
Employee Relations	Bob Davies Joe Benkowski Kat Lui Richard Tyson	Joe Benkowski Thor Burntvedt Bob Davies Kat Lui Richard Tyson Dr. John G. Vranak
Energy Conservation		
Ethics	Denise E. Maricle	Peter D'Souza Denise E. Maricle Dr. LaMont D. Meinen Dr. Helen Swanson Dr. John G. Vranak
Ethnic Studies	Bill Bailey Jill Stanton Leslie Koepke	Lynnette Brouwer Leslie Koepke Michael Levy Jill Stanton Stephen Vang
Exercise Physiology	Carol Seaborn	Carol Seaborn

Family Issues	Anne Ramage Denise A. Skinner Dr. Amy Schlieve Dr. Helen Swanson Jan Hare Judy I. Rommel Karen Zimmerman Leslie Koepke Mary Thompson	Carolyn Barnhart Jan Hare Diane Klemme Leslie Koepke Anne Ramage Judy I. Rommel Dr. Amy Schlieve Denise A. Skinner Jill Stanton Dr. Helen Swanson Mary Thompson Karen Zimmerman
Fiber Design		
Finance		
Food Processing/Production	Alfred Anderson Carolyn Barnhart Janice Coker Peter D'Souza	Alfred Anderson Carolyn Barnhart Joe Benkowski Janice Coker Peter D'Souza Yvonne Nelson
Food Safety	Brian Bergquist Carolyn Barnhart Janice Coker Mary Murray, RD, MS, CD Peter D'Souza Yvonne Nelson	Carolyn Barnhart Brian Bergquist Janice Coker Peter D'Souza Brian Finder Mary Murray, RD,MS,CD Yvonne Nelson
Food Services	Brian Bergquist Carolyn Barnhart Janice Coker Jim Buergermeister Mary Murray, RD, MS, CD Peter D'Souza	Carolyn Barnhart Brian Bergquist Janice Coker Peter D'Souza Mary Murray, RD,MS,CD Yvonne Nelson
Foreign Studies	Dennis Vanden Bloomen Jill Stanton Stephen Vang	Julie Furst-Bowe Jill Stanton

Foreign Travel		Chuck Bomar
Funding		
Gender Studies	Bill Bailey Dr. Helen Swanson George Smeaton James I. Byrd Jill Stanton Julie Furst-Bowe Lynnette Brouwer	Lynnette Brouwer Julie Furst-Bowe Michael Levy Jana Reeg-Steidinger Denise A. Skinner George Smeaton Jill Stanton Dr. Helen Swanson Mary Thompson
Gifted Education		Lynn LaVenture Jana Reeg-Steidinger George Smeaton
Hazardous Materials/Waste		Dr. Elbert Sorrell
Health Care	Louis C. Milanesi, PhD Mary Murray RD, MS, CD	Louis C. Milanesi, PhD Mary Murray, RD,MS,CD
Higher Education	Brian Bergquist Carolyn Barnhart Dr. Shirley Murphy Joe Benkowski Julie Furst-Bowe	Carolyn Barnhart Brian Bergquist Julie Furst-Bowe Amy Gillett Vickie Kuester Dr. Shirley Murphy Jana Reeg-Steidinger Jill Stanton Dr. John G. Vranak
History	Stephen Vang	Jill Stanton Stephen Vang
Hospice	Jan Hare	Jan Hare Leslie Koepke Mary Thompson

Home Economics	Carolyn Barnhart Diane Klemme Donna Albrecht Judy I. Rommel Karen Zimmerman	Carolyn Barnhart Diane Klemme Judy I. Rommel Mary Thompson Karen Zimmerman
Hospitality	Bob Davies Brian Bergquist Jafar Jafari Lynnette Brouwer Peter D'Souza Sharon S. Giroux, PhD	Brian Bergquist Peter D'Souza Bob Davies Sharon S. Giroux, PhD Jafar Jafari Vickie Kuester
Hospitality Management	Bob Davies Brian Bergquist Lynnette Brouwer Peter D'Souza Sharon S. Giroux, PhD	Brian Bergquist Jim Buergermeister Peter D'Souza Bob Davies Sharon S. Giroux, PhD
Hyperactivity	Dr. Amy Schlieve	Dr. Amy Schlieve George Smeaton
Independent Living	Karl Botterbusch, PhD	Karl Botterbusch, PhD
Injuries	Dr. Elbert Sorrell	Dr. Elbert Sorrell
Interior Design		
International Studies	Abel Adekola Dennis Vanden Bloomen Lynnette Brouwer Vickie Kuester	Abel Adekola Lynnette Brouwer Vickie Kuester Jill Stanton Mary Thompson Dennis Vanden Bloomen
Job Analysis	Karl Botterbusch, PhD Kat Lui	Karl Botterbusch, PhD Brian Finder Kat Lui Steve Schlough Dr. Elbert Sorrell Dave Swan

Juvenile Delinquency	Denise E. Maricle Dr. Amy Schlieve Dr. Helen Swanson Gary Rockwood Leslie Koepke Scott Orme	Sharon S. Giroux, PhD Leslie Koepke Gary Rockwood Dr. Helen Swanson Mary E. Tusing
Language Studies	Jill Stanton	Jill Stanton
Law	Denise A. Skinner Denise E. Maricle	Amy Gillett Denise E. Maricle Denise A. Skinner
Leadership	Anne Ramage Carolyn Barnhart Dr. Amy Schlieve Dr. Shirley Murphy James Tan Jim Keyes Julie Furst-Bowe Kat Lui Lynnette Brouwer Mike Nicolai Steve Schlough	Carolyn Barnhart Lynnette Brouwer James I. Byrd Jerry Coomer Julie Furst-Bowe Jim Keyes Kat Lui Mike Nicolai Anne Ramage Judy I. Rommel Jill Stanton
Learning Styles	Donald Platz Jill Stanton Kat Lui	Carolyn Barnhart James I. Byrd Kat Lui Mike Nicolai Jill Stanton Dr. Helen Swanson
Learning/Distance	Brian Bergquist Jim Keyes Juli Taylor Kat Lui Lynnette Brouwer Sharon S. Giroux, PhD	Brian Bergquist James I. Byrd Sharon S. Giroux, PhD Jim Keyes Diane Klemme Kat Lui Juli Taylor

Library Studies	Jana Reeg-Steidinger	Jana Reeg-Steidinger
Literature	Jana Reeg-Steidinger Michael Levy	Michael Levy Jana Reeg-Steidinger
Management/Human Resources	Dr. David A. Johnson Dr. Elbert Sorrell George Smeaton James Tan Jerry Coomer Jim Keyes Joe Benkowski Kat Lui	Abel Adekola Jafar Jafari Jim Keyes Leslie Koepke Kat Lui Dr. LaMont D. Meinen Steve Schlough George Smeaton Dr. Elbert Sorrell James Tan
Management/Natural Resources		Joe Benkowski
Manufacturing	Jim Keyes Linards Stradins Richard Rothaupt Donna Stewart Tom Lacksonen	Joe Benkowski Jim Keyes Tom Lacksonen Dr. LaMont D. Meinen Richard Rothaupt Linards Stradins
Marriage	Anne Ramage Denise A. Skinner Judy I. Rommel Stephen Shumate	Anne Ramage Judy I. Rommel Stephen Shumate Denise A. Skinner Dr. Helen Swanson
Mathematics		Radi Teleb
Media	Julie Furst-Bowe Steve Schlough	Jana Reeg-Steidinger Steve Schlough
Metals	Glen Miller Richard Rothaupt	Joe Benkowski Brian Finder Glen Miller Richard Rothaupt

Motivational Studies		Thor Burntvedt Jill Stanton
Nutrition	Carol Seaborn Mary Murray RD, MS, CD	Janice Coker Mary Murray, RD,MS,CD Anne Parsons Carol Seaborn
Obesity	Gary Rockwood Mary Murray RD, MS, CD	Carolyn Barnhart Mary Murray, RD,MS,CD Yvonne Nelson Anne Parsons Gary Rockwood
Packaging		Yvonne Nelson
Philosophy		Alan A. Block
Photography	John S. Burningham	John S. Burningham
Physical Education		
Play Therapy	Denise E. Maricle Jacalyn Weissenburger	Denise E. Maricle Dr. Helen Swanson Jacalyn Weissenburger
Population Studies	Louis C. Milanesi, PhD Sharon S. Giroux, PhD	Sharon S. Giroux, PhD Louis C. Milanesi, PhD Jill Stanton
Poverty	Bill Bailey Jill Stanton	Bill Bailey Leslie Koepke Jill Stanton Dr. Helen Swanson
Pregnancy	Dr. Amy Schlieve	Anne Parsons Dr. Helen Swanson
Preservation/Art		

Productivity/Industrial	Dr. David A. Johnson Jim Keyes	Jim Keyes Donna Stewart
Psychology/Child	Denise E. Maricle Dr. Helen Swanson Mary E. Tusing	Lynn LaVenture Denise E. Maricle Dr. Helen Swanson Mary E. Tusing Jacalyn Weissenburger
Psychology/Counseling	Anne Ramage Denise E. Maricle Gary Rockwood Jacalyn Weissenburger Stephen Shumate Vickie Kuester	Leslie Koepke Vickie Kuester Denise E. Maricle Anne Ramage Gary Rockwood Stephen Shumate Dr. Helen Swanson Mary E. Tusing
Psychology/Developmental	Dr. Helen Swanson James I. Byrd Mary E. Tusing Mary Thompson	James I. Byrd Dr. Helen Swanson Mary Thompson Mary E. Tusing
Psychology/Experimental	Dr. Helen Swanson James I. Byrd Lynn J. Harris, PhD	James I. Byrd Lynn J. Harris Dr. Helen Swanson
Psychology/Health	George Smeaton Louis C. Milanesi, PhD Richard Tafalla	Louis C. Milanesi, PhD Anne Parsons
Psychology/Industrial	George Smeaton James I. Byrd James Tan Louis C. Milanesi, PhD	James I. Byrd Louis C. Milanesi, PhD George Smeaton James Tan
Psychology/Program Eval.	Denise E. Maricle Louis C. Milanesi, PhD Mary E. Tusing	Denise E. Maricle Louis C. Milanesi, PhD Mary E. Tusing

Psychology/Social	George Smeaton James I. Byrd Karl Botterbusch, PhD Louis C. Milanesi, PhD	Karl Botterbusch, PhD James I. Byrd Louis C. Milanesi, PhD George Smeaton Dr. Helen Swanson James Tan
Psychology/School	Denise E. Maricle Jacalyn Weissenburger Jacalyn Weissenburger Mary E. Tusing Scott Orme	Amy Gillett Denise E. Maricle Dr. Helen Swanson Mary E. Tusing Jacalyn Weissenburger
Psychometrics	Karl Botterbusch PhD Kathleen Deery Mary E. Tusing Scott Orme	Kathleen Deery Amy Gillett James Tan
Public Relations		Carolyn Barnhart Thor Burntvedt Bob Davies
Quality Control	Bob Davies Dr. David A. Johnson	Bob Davies
Rape	Anne Ramage Bruce Kuehl	
Recreation	Bob Davies Dennis Vanden Bloomen	Bob Davies
Rehabilitation	Al Noll Dave Swan Karl Botterbusch, PhD Kathleen Deery	Karl Botterbusch, PhD Kathleen Deery Dave Swan Dr. John G. Vranak
Rehabilitation/Counseling	Al Noll Dave Swan Karl Botterbusch, PhD Kathleen Deery	Karl Botterbusch, PhD Kathleen Deery Al Noll Dave Swan

Rehabilitation/Admin.	Al Noll Dave Swan Kathleen Deery	Kathleen Deery Al Noll Dave Swan
Religion		Carolyn Barnhart Lynnette Brouwer Tom Franklin Leslie Koepke Jill Stanton
Research/Consumer	Carolyn Barnhart George Smeaton Louis C. Milanesi, PhD Thor Burntvedt	Thor Burntvedt Bob Davies Diane Klemme Louis C. Milanesi, PhD James Tan
Research/Funding		Karl Botterbusch, PhD
Research/Policies		
Robotics		Richard Rothaupt
Risk Control	Brian Finder Dr. Elbert Sorrell	Dr. Elbert Sorrell
Rural Studies	Louis C. Milanesi, PhD	Louis C. Milanesi, PhD
Safety/Industrial	Brian Finder Dr. Elbert Sorrell Jim Keyes	Jim Keyes Dr. Elbert Sorrell Dr. John G. Vranak
Safety/Occupational	Brian Finder Dr. Elbert Sorrell	Dr. Elbert Sorrell
Safety/Measures	Brian Finder Dr. Elbert Sorrell	Dr. Elbert Sorrell
Science	Ann Parsons Carol Seaborn Forrest Schultz	Yvonne Nelson Anne Parsons Forrest Schultz

Sexual Abuse	Anne Ramage Bruce Kuehl Dr. Amy Schlieve	Michael Levy Denise E. Maricle Anne Ramage Dr. Helen Swanson
Speech	Mike Nicolai	Mike Nicolai
Standards/Quality	Julie Furst-Bowe	Richard Tafalla
Statistics	Amy Gillett George Smeaton Loretta J. Thielman Louis C. Milanesi, PhD Scott Orme Tom Franklin	Chuck Bomar Amy Gillett Lynn J. Harris Louis C. Milanesi, PhD Radi Teleb Loretta J. Thielman Mary E. Tusing
Stress	Denise A. Skinner Judy I. Rommel Louis C. Milanesi, PhD Richard Tafalla Sharon S. Giroux, PhD	Sharon S. Giroux, PhD Louis C. Milanesi, PhD Judy I. Rommel Denise A. Skinner Karen Zimmerman
Suicide	Sharon S. Giroux, PhD Stephen Shumate	Amy Gillett Sharon S. Giroux, PhD
Sustainable Agriculture		Chuck Bomar
Task Analysis	Steve Schlough Joe Benkowski Juli Taylor Kat Lui	Joe Benkowski Kat Lui Al Noll Steve Schlough Juli Taylor
Taxes/Taxation	Juli Taylor	Juli Taylor

Teacher Effectiveness	Carolyn Barnhart Donald Platz Dr. Amy Schlieve Dr. John G. Vranak Jana Reeg-Steidinger Juli Taylor Julie Furst-Bowe Lynn LaVenture Mike Nicolai	Carolyn Barnhart Amy Gillett Lynn LaVenture Mike Nicolai Donald Platz Jana Reeg-Steidinger Jill Stanton Juli Taylor Dr. John G. Vranak
Teaching Methods	Amy Gillett Carolyn Barnhart Diane Klemme Donald Platz Dr. John G. Vranak Jana Reeg-Steidinger Joe Benkowski Karen Zimmerman Kenneth Welty Mike Nicolai Richard Rothaupt	Carolyn Barnhart Bob Davies Amy Gillett Mike Nicolai Donald Platz Jana Reeg-Steidinger Richard Rothaupt Jill Stanton Juli Taylor Dr. John G. Vranak Kenneth Welty Karen Zimmerman
Tourism/Trade	Bob Davies Dennis Vanden Bloomen Jafar Jafari Leland L. Nicholls Peter D'Souza Sharon S. Giroux, PhD	Peter D'Souza Bob Davies Sharon S. Giroux, PhD Jafar Jafari Leland L. Nicholls Dennis Vanden Bloomen
Traditions	Leslie Koepke	Leslie Koepke Jill Stanton

Training and Development	Al Noll Dr. David A. Johnson Dr. John G. Vranak James Tan Julie Furst-Bowe Kat Lui Lynnette Brouwer Richard Rothaupt Sharon S. Giroux, PhD Steve Schlough	Donna Albrecht Joe Benkowski Brian Finder Julie Furst-Bowe Sharon S. Giroux, PhD Dr. David A. Johnson Kat Lui Richard Rothaupt Steve Schlough James Tan Radi Teleb Dr. John G. Vranak
Underachievement		
Unemployment		
Urban Studies		Jill Stanton
Vocational Evaluation	Al Noll Dave Swan Karl Botterbusch, PhD Kat Lui	Karl Botterbusch, PhD Kat Lui Al Noll Dave Swan Juli Taylor Dr. John G. Vranak John Weslolek
Violence	Anne Ramage Bruce Kuehl George Smeaton Lynn LaVenture	Denise E. Maricle George Smeaton
Work/Employment	Al Noll Dave Swan Denise A. Skinner John Wesolek Kat Lui Kathleen Deery	Bill Bailey Karl Botterbusch, PhD Kathleen Deery Dr. LaMont D. Meinen Al Noll Anne Ramage Denise A. Skinner Dave Swan
Workers Compensation	Al Noll Dr. Elbert Sorrell	Al Noll Robert Peters Dr. Elbert Sorrell

Other:	Ann Parsons Carol Seaborn Carol Seaborn Chuck Bomar Dale Thomas, PhD Dr. David A. Johnson Dr. LaMont D. Meinen Dr. Shirley Murphy James I. Byrd Jana Reeg-Steidinger John S. Burningham Leslie Koepke Louis C. Milanesi, PhD Peter D'Souza	James I. Byrd Peter D'Souza Leslie Koepke Louis C. Milanesi, PhD Anne Parsons Jana Reeg-Steidinger Dale Thomas, PhD Sandy White
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