



UNIVERSITY OF WISCONSIN
PLATTEVILLE

UNIVERSITY OF WISCONSIN-PLATTEVILLE 2014-16 GRADUATE CATALOG

Campus-Based (On Campus) The School of Graduate Studies

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I. The School of Graduate Studies

Campus-Based Programs

To Prospective Students

Welcome to the University of Wisconsin-Platteville! The contents of this catalog describe programs and courses offered by the School of Graduate Studies at the University of Wisconsin-Platteville. The contents include information related to course offerings, tuition and fees, financial aid, housing, and much more.

There is an application for admission located at the back of this catalog. You may apply electronically at <https://apply.wisconsin.edu>. You will find more detailed information about admission categories and requirements in the "Admission" section.

About The UW-Platteville Graduate Catalog

The graduate catalog presents announcements of general information, general academic regulations, and the University of Wisconsin-Platteville's graduate academic program extant at the date of publication. The University of Wisconsin-Platteville reserves the right to change any of its announcements, regulations, or requirements at any time without notice or obligation. All curricula and policies may change as a normal result of the university's effort to improve its programs and services. This catalog is not a contract. The School of Graduate Studies is responsible for the content of this publication.

Your catalog should be kept readily available throughout your graduate academic career. A link to the contents of the catalog can be found on the School of Graduate Studies web page www.uwplatt.edu/graduate-studies.

Affirmative Action/Equal Opportunity

www.uwplatt.edu/human-resources

It is the policy of the University of Wisconsin-Platteville to provide equal opportunity to all individuals regardless of race, color, creed, sex, sexual orientation, age, national origin, ancestry, disability, marital status, pregnancy, political affiliation, arrest or conviction record, identity as a veteran, disabled veteran, Vietnam era veteran, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or this state. Sexual harassment is illegal and will not be tolerated. Co-workers and supervisors may not retaliate against any employee, student, or job applicant because he or she filed a complaint, assisted in an investigation, or participated in any proceeding alleging discrimination on the foregoing basis.

The university ensures physical accessibility to work environments for persons with disabilities and will pro-

vide reasonable accommodations to ensure equal access to employment. Upon request, the university will provide reasonable accommodations for religious observances and practices. The university is committed to a program of affirmative action for women, racial minorities, persons with disabilities, disabled veterans, and veterans of the Vietnam era. While the chancellor assumes overall responsibility for the success of the program, university administrators and supervisors are responsible and accountable for implementation. Authority for monitoring the program is delegated to the director of Human Resources.

Each individual associated with the university is encouraged to pledge a new and revitalized commitment to build and maintain a campus environment free of harassment and discrimination—an environment that fosters mutual respect, recognizes the dignity and worth of all people, and promotes to the fullest, equal employment opportunity through affirmative action.

Students having concerns or questions about discrimination, harassment, or sexual assault are encouraged to contact the Human Resources office (2300 Ullsvik Hall, 608.342.1176). All inquiries will be treated confidentially.

Accreditation

www.uwplatt.edu/hlc

The University of Wisconsin-Platteville is accredited by:

- American Chemical Society
- Foundry Education Foundation
- The Higher Learning Commission (HLC)
- National Association for the Education of Young Children
- National Association of Industrial Technology
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education (NICATE)
- The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
- Wisconsin Department of Public Instruction

Memberships

The University of Wisconsin-Platteville holds membership in the following organizations:

- American Association of Colleges of Teacher Education
- American Association of Higher Education
- American Association of State Colleges and Universities
- American Association of University Women

- American Council of Education
- College Entrance Exam Board
- Council of the Advancement and Support of Education
- Council for Higher Education Accreditation
- Fulbright Association
- International Association of University Presidents
- Midwest Association of Graduate Schools
- North Central Association of Colleges and Schools
- Wisconsin Association of Collegiate Registrars and Admission Officers
- Wisconsin Institute for Peace and Conflict
- Wisconsin Women in Higher Education Leadership

About University of Wisconsin-Platteville

The University of Wisconsin-Platteville is one of 13 publicly supported comprehensive universities in the University of Wisconsin System. Founded in 1866, UW-Platteville is the oldest public institution in the state of Wisconsin, and is considered one of the safest campuses in the nation. We are proud of our students' contribution to the safety record, their pursuit of academic excellence, and the leadership they continually demonstrate throughout the state, region, and nation. As our nickname implies, our UW-Platteville "Pioneers" have created the very foundation for which we are known.

We encourage you to visit our home page at www.uwplatt.edu.

UW-Platteville's Mission

The University of Wisconsin-Platteville provides associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.

Mission of the School of Graduate Studies

The purpose of the School of Graduate Studies at the University of Wisconsin-Platteville is to coordinate and oversee high quality, practitioner-oriented graduate programs whose goal is to provide degree-seeking and non-degree-seeking students with advanced educational preparation. This purpose reflects the University of Wisconsin-Platteville's mission to "provide graduate programs in areas clearly associated with its undergraduate emphases..." along with other selected graduate programs.

Safety and Health Policy

The University of Wisconsin System is committed to maintaining adequate facilities for a safe and healthful learning

environment. The university works with faculty and staff so that they are equipped to educate their students on practices and procedures that ensure health and safety in their institutional areas.

Certain courses and research projects require that the student work with hazardous materials while engaging in academic studies. Instructors of these courses and research projects must inform and train students on procedures that will maintain the students' personal health and safety and provide them with information on the hazards of specific chemicals that will be used during their course of study. Furthermore, instructors must enforce and follow safety policies. Before using hazardous materials and equipment, students shall review the procedures and information, and discuss any associated concerns with the instructor.

Research Involving Human Subjects

All research projects—funded or unfunded, originated at or supported by UW-Platteville—that involve humans as participants, or data or materials derived from humans, must be reviewed and approved by the Institutional Review Board for Human Subject Research (IRB) before the research is initiated.

Students must prepare a research protocol, describing their project and addressing human participant issues, and then submit the protocol to the IRB Chair for review. Students may obtain a Manual of Policies and Procedures to review research involving human participants from the Chair of the IRB, the Office of Sponsored Programs (608.342.1456), or online at www.uwplatt.edu/files/sponsored-programs/IRB/irb_manual13.pdf. Other IRB information, including protocol forms and names of the IRB committee members, may also be found online.

History

The University of Wisconsin-Platteville has a long rich history. It was founded in 1866 with the primary goal of training teachers. It has grown and expanded steadily into a university consisting of the Colleges of Business, Industry, Life Science, and Agriculture; Engineering, Mathematics, and Science; Liberal Arts and Education; and the School of Graduate Studies.

Graduate work at the University of Wisconsin-Platteville had its inception in 1956 when the Coordinating Committee on Higher Education in Wisconsin formed the Joint Standing Committee on Graduate Education, which was composed of representatives of the University of Wisconsin and the Wisconsin State Universities. As a result of the committee's efforts, the cooperative graduate program was launched in 1960. The program that was developed allowed students to take one half of their required graduate work on the state university campus and the other half at the University of Wisconsin.

In 1961 the committee recommended that the state universities begin plans for independent graduate programs. In the summer session of 1962, the first graduate work under the independent program was offered, modeled on the cooperative graduate program.

Concurrent with the North Central Association preliminary accreditation approval in 1964, the University of Wisconsin-Platteville inaugurated a master's degree program whereby all the work leading to the master's degree could be taken on the Platteville campus, with the University of Wisconsin-Platteville granting the degree. During the fall semester of 1964, the University of Wisconsin-Platteville began offering on-campus graduate courses in the evening and on Saturday mornings. Graduate offerings that enabled students to pursue full-time graduate study were inaugurated in September 1966.

In 1999, University of Wisconsin-Platteville first began offering master's degrees online. In May 2001 the first online master's degree was awarded.

The University Seal and School Colors

The university seal displays two symbols rooted in the school's beginning. The bell reminds us of the Platteville Normal School where it woke the students each morning, calling them to daily assembly, sounded study hours, and signaled the day's end. The Normal School bell can still be heard on campus today. The "M" originates from the Wisconsin Mining School and symbolizes the engineering programs and their roots in the mining industry of the Platteville area.

The school colors represent the two academic disciplines, which were the foundation of our university: orange symbolizes engineering, and blue symbolizes education.

Admission to the School of Graduate Studies

Admission Policies and Procedures

Applying for Admission - Degree Seeking

Students seeking admission to the School of Graduate Studies as an on-campus degree seeking student must first apply for admission. You may:

- Apply online by using the UW System electronic application at <https://apply.wisconsin.edu>
- Obtain a paper application form from the School of Graduate Studies, 106 Brigham Hall, by calling 608.342.1322, emailing gradstudies@uwplatt.edu, or writing the School of Graduate Studies, 106 Brigham Hall, University of Wisconsin-Platteville, 1 University Plaza, Platteville, Wisconsin 53818-3099. Submit the completed paper application form to the School of Graduate Studies, 106 Brigham Hall, by mail.

There is an application processing fee of \$56. If you are completing a paper application for admission, please include a check or money order with your application. If you submit an application online the application processing fee may be charged to a credit card. There is also the option during the application online process to print off a form and submit the \$56 processing fee to the School of Graduate Studies Office by mail. Please note that if the application fee is not paid, the application will not be processed.

Applicants must submit an official transcript from the institution awarding their undergraduate degree. If the applicant has previously taken graduate courses and would like to have them considered for transfer to a University of Wisconsin-Platteville graduate degree program, the applicant must also provide official transcript(s) from the institution(s) where the graduate credits were earned. The official transcripts must be sent directly from the institution where the course work was completed. Transcripts become the property of the University of Wisconsin-Platteville and will remain on file at the university. Those seeking admission must have an earned bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA). International degrees will be evaluated individually. In some cases, a fee may be assessed to have international transcripts evaluated. Some programs may have additional admission requirements.

The faculty in the program area will evaluate each application for admission. Recommendations for admission, including admission status, will be based on a number of factors such as academic background in specific areas, performance in specific areas, test scores, recommendations, and previous graduate work. Admission status will be determined and reported to the applicant by the School of Graduate Studies.

International Students

In addition to filing the standard application for admission, international students must file:

- Official transcripts translated into English and certified as taken from the original documentation. Official transcripts translated by another agency other than the educational institution where the credits were completed must be evaluated by Educational Credential Evaluators (ECE) www.ece.org. Altered documentation will be considered a misrepresentation and shall cause us to reject the application.
- A certified "Financial Verification Form." This form is available through web page www.uwplatt.edu/graduate-studies/admission-campus-masters-programs.
- Copy of passport.

- An official report from the testing agency of their Test of English as a Foreign Language (TOEFL) score, or their score on the International English Language Testing System (IELTS). Students from English speaking countries may not need to provide TOEFL or IELTS scores. Instead they should check with the Director of the School of Graduate Studies to obtain a waiver. A minimum score of 500 (paper based) or 61 (Internet) on the Test of English as a Foreign Language (TOEFL) is required for all international students. Students taking the International English Language Testing System (IELTS) must achieve a minimum score of 6.0. The students may request a waiver of the TOEFL or IELTS requirement by submitting an acceptable justification for the waiver to the director of the School of Graduate Studies.
- For students of the Program in ESL at UW-Madison, WESLI, or MESLS:
 - a. Program in ESL at UW-Madison Students: When students who enroll at Program in English as a Second Language at UW-Madison (www.english.wisc.edu/esl) in Madison, Wisconsin, completes their coursework at the Program in ESL at UW-Madison, the Program in ESL will provide UW-Platteville with a letter of recommendation of English language proficiency, a copy of the current I-20, and a completed transfer verification form.
 - b. WESLI Students: When students who enroll at Wisconsin English as a Second Language Institute (www.wesli.com/) in Madison, Wisconsin, complete their coursework at WESLI, WESLI will provide UW-Platteville with the following: a letter of recommendation of English language proficiency, completion of the 700 level coursework and/or at least a 75 on the Michigan test; a copy of the current visa; and a completed transfer verification form.
 - c. MESLS Students: When students who enroll at Madison English as a Second Language School (www.mesls.org) in Madison, Wisconsin complete their coursework at MESLS, MESLS will provide UW-Platteville with the following: a letter of recommendation of English language proficiency, completion of the 302 or Advanced level coursework, and/or at least a 75 on the Michigan test; a copy of the current I-20; and a completed UW-Platteville Transfer Clearance Form.

An I-20 form will not be issued until all required documents have been received, reviewed, and approved by the international student advisor.

Admission Status

Upon being admitted, students will be classified in one of the following categories:

- **Full Standing** - To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above; or 2.90 on the last 60 credits from the degree-granting institution.
 - a. Students not meeting those requirements, but meet one of the requirements listed below, may be considered for full standing through a comprehensive review of their application material. Students may be required to submit additional application materials in order for this comprehensive review to take place.
 1. Graduate course work with a GPA of 3.0 or higher
 2. Undergraduate degree GPA of 2.50 to 2.75 and bachelor's degree earned more than five years before date of application
 3. Bachelor's degree in a non-related field
- **Trial Enrollment** - Students who do not qualify for admission in full standing may be admitted on trial enrollment. Trial enrollment admission status is to be used only in extraordinary cases. Admission as a trial enrollee must be justified by the admitting department and approved by the director of the School of Graduate Studies. Each program determines the number of credits contained in its trial enrollment period, up to nine credits of graduate course work. After a student has completed the minimum (as specified by their program area), the faculty in the program area recommend that the student's status be changed to full standing, probation, or dismissal. The credits earned while on trial enrollment may be counted toward a degree if approved by the faculty in the program area.

Assignment of Advisor

An advisor will be assigned to each new degree-seeking graduate student by the program area upon the student's admission to the School of Graduate Studies. The director of the School of Graduate Studies will confirm the final approval of advisor assignments. Students may request a change of advisor at any point during graduate study.

Transfer Credits

The following guidelines apply to transfer credits (both internal and external) to graduate programs at the University of Wisconsin-Platteville:

- To be accepted for transfer, credits must be approved by more than one faculty member in the relevant program along with the director of the School of Graduate Studies. Faculty may be 1) the program's

committee; or 2) some mix of the student’s advisor, program head, and a faculty member with expertise in the field.

- A maximum of 12 credits for a degree may be transferred.
- Credits may be transferred only from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation.
- Students must complete their graduate program within seven years of being admitted to the program at University of Wisconsin-Platteville (extensions may be granted). Once credits have been accepted as transfer credits, they become part of the current program of study, and the seven-year limit is based on the date of admission into the program.
- Transfer credits will be officially recorded after the student has successfully completed one graduate course at University of Wisconsin-Platteville and only courses where the student received a grade of B or higher will be accepted.

Applying for Admission - Non-Degree Seeking

Students not seeking a master’s degree who have earned a bachelor’s degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) may register as special students. Application and registration as a special student are handled using the registration form is available online at www.uwplatt.edu/graduate-studies/registration-form.

Special students receive full academic credit for credit courses taken while they are on special student status. The special student may later be considered for admission into a degree program if a 3.00 grade point average has been maintained in all graduate-level work and all other admission requirements are met. With the program area’s approval, a special student may transfer up to 12 credits earned at the University of Wisconsin-Platteville into a degree program. All graduate level work will be included in computing the student’s academic average. Students are encouraged to talk to the appropriate program coordinator if they have questions about which courses to take as a special student.

Registration and Course Policies

Criteria for Graduate-Level Course Work

Graduate course work focuses on advanced disciplinary content, usually as an extension of the discipline content presented at the undergraduate level. When graduate work introduces basic concepts, it typically introduces discipline content that is not offered at the undergraduate level and is dependent upon knowledge acquired at the undergraduate level. In addition, introductory graduate course work may be delivered in an accelerated way to develop a knowledge

base for an individual who possesses an undergraduate degree in another field or for individuals who seek to broaden their undergraduate preparation.

Graduate course work employs instructional methods that require more self-directed learning on the part of the student. Course work will require extensive use of campus learning resources including the university library, specialized laboratories, and computing facilities. Course work is more specialized and program-specific, which contributes to the student’s career goals and various enhancements leading to certification, licensure and career advancement. Graduate course work shall be taught only by graduate faculty or by other qualified faculty as determined by the Graduate Council. Course work shall be taught in formats that allow adequate reflection and integration of learning.

Numbering of Courses

Courses numbered 7000–7990 are open only to graduate students. Courses numbered 5000–6990 may be taken by graduate students for graduate credit, provided they have not taken the courses at the undergraduate level.

Because courses numbered 5000–6990 are open to both undergraduate and graduate students, graduate students are expected to do work of higher quality than is expected of undergraduates. In addition, the work is expected to be more detailed and thorough, and include projects not regularly assigned to undergraduates.

Grades

Grading System

All credits are recorded as semester hours.

Grade	Definition	Grade Points
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Fair	2.00
C-		1.70
D+		1.30
D	Poor	1.00
F	Fail	0.00
I	Incomplete	
P	Pass (equivalent to D or higher)	
W	Withdrawn	
AUD	Audit (Satisfactory)	

Grading mistakes should be rectified before the end of the ninth week of the ensuing semester. It is the student's responsibility to call the instructor's attention to any error in grading as soon as possible after grades are reported. It is the instructor's responsibility to correct grading errors.

Course Incompletes

An Incomplete (I) may be given when a student fails to complete all requirements for a course during the term of registration.

- With the exception of theses, any incomplete must be removed within six months from the end of the term in which the incomplete was awarded or the incomplete will become a Failure (F). At the discretion of the instructor, a single extension of six additional months may be granted if the student makes the request for the extension before the initial six-month deadline.
- For theses, the incomplete must be removed within one year after the semester of registration unless an additional year is requested by the student and granted by the instructor.

Minimum Standard

Graduate credits in which a grade lower than a "C-" has been earned will not be counted toward a degree; however, these lower grades will be reflected in the student's grade point average.

Repeating Courses

Graduate students may repeat courses previously taken for graduate credit. A given course may be repeated once. The grade earned in the repetition of the course replaces the grade earned initially, even if the second grade is lower than the first grade. The initial grade remains on the record but is not reflected in the grade point average.

Grade Point Average

The grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of credits attempted at UW-Platteville.

The cumulative grade point average does not include credits and grade points earned at other colleges or universities. When students repeat courses, only the most recent grade is counted in figuring the grade point average.

Undergraduate Students Enrolled in Graduate Classes

Senior undergraduate students are eligible to take graduate courses numbered 5000–6990 for graduate credit if:

- they do not have an earned bachelor's degree
- they are in their last semester as an undergraduate at the University of Wisconsin-Platteville
- they have applied to graduate
- they are eligible for admission to the graduate pro-

gram in full standing (undergraduate grade point average must be 2.75 or higher)

- they limit their total credit load to a maximum of 15 credits including graduate courses. (A majority of the credits they take must be for undergraduate courses)
- they secure the approval of the director of the School of Graduate Studies

Undergraduate students should register for the undergraduate courses through undergraduate registration procedures and for the graduate courses through graduate registration procedures.

Undergraduate fees are charged for the undergraduate classes, and graduate fees are charged for the graduate classes. Graduate classes do not count toward the undergraduate plateau (12–18 credits) and undergraduate classes do not count toward the graduate plateau (9–12 credits).

Note: Graduate credits cannot be applied toward completion of an undergraduate degree.

The graduate registration form is available online at www.uwplatt.edu/graduate-studies/registration-form.

Graduate Students Enrolled in Undergraduate Classes

Graduate students may take graduate and undergraduate classes concurrently. Undergraduate fees are charged for the undergraduate classes and graduate fees are charged for the graduate classes. Graduate classes do not count toward the undergraduate plateau (12–18 credits) and undergraduate classes do not count toward the graduate plateau (9–12 credits). Students should register for the graduate courses through graduate registration procedures and the undergraduate courses through undergraduate registration procedures.

Note: Undergraduate credits cannot be applied toward completion of a master's degree.

The graduate registration form is available online at www.uwplatt.edu/graduate-studies/registration-form.

Pass-Fail

Courses and workshops may be offered at the University of Wisconsin-Platteville on a pass or fail basis. Only a grade of "Pass or Fail" will be recorded for courses taken under this system. Three credits of pass or fail work may be counted toward a master's degree.

Auditing Courses

A grade of "satisfactory" must be earned in any course audited in order to have such audit appear on the student's transcript. If the grade is "unsatisfactory," the audited course shall not appear on the transcript. Audit cards must be filed at the School of Graduate Studies office during the first week of classes.

Independent Study

Students enrolling for independent study may obtain an independent study form and instruction sheet from the School of Graduate Studies office, 106 Brigham Hall; or online at www.uwplatt.edu/graduate-studies/special-class-activity.

A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville. Please check the online graduate catalog to determine the maximum number of credits for an independent study in the subject area.

Full-time Students

For fee purposes, nine credits constitute a full load during the fall and spring semesters and five credits during the summer session. Full-time status for other purposes, such as financial aid, may be defined differently.

Registration

New and reentrant graduate students may register with the School of Graduate Studies, 106 Brigham Hall, after the class schedule is available. The registration form is available online at www.uwplatt.edu/graduate-studies/registration-form.

Continuing graduate students register online through the academic tools self-service area <https://kb.uwplatt.edu/page.php?id=33900>.

New graduate students or students returning after an absence of one or more semesters cannot register online; they must complete the registration form online at www.uwplatt.edu/graduate-studies/registration-form. This form is interactive - simply fill in the information, hit the "Submit form" button and follow the email instructions. The system will email the completed forms to the School of Graduate Studies office, 106 Brigham Hall, for processing. When the form is received in the School of Graduate Studies office they will reply to the email to let the student know the forms were received. The School of Graduate Studies will then register the student for the courses indicated and will notify the student by email that the registration was completed.

Graduate students are allowed to register for six credits during the summer sessions and nine credits during the fall/spring semesters. In order to register for additional credits, (up to 8 credits during summer sessions and 12 credits during fall/spring semesters), students must have approval of their advisors. Approval may be sent to the School of Graduate Studies office by mail, fax, email, or in person. Permission must include the student's name, semester the course is to be taken, course number, and the ad-

visor's signature. A graduate student who wishes to appeal an advisor's decision should contact the department or school chair. A graduate student who wishes to add more than 8 credits for the summer session or 12 credits for the fall/spring semesters will need the additional approval (beyond the advisor's approval) of the director of the School of Graduate Studies.

No credit will be given for unapproved overloads. Students who enroll for an overload without permission will be required to drop sufficient courses and/or credits to comply with the prescribed load limit.

Note: If a graduate student does not have an assigned graduate advisor but is attending as a special (non-degree seeking) student, the director of the School of Graduate Studies' approval replaces the advisor's approval.

Class schedules are viewable online at <https://passexpress.uwplatt.edu/index.php/app/catalog/classsection/UWPLT/0960/1757>.

To contact the School of Graduate Studies call 608.342.1322, fax 608.342.1389, or email gradstudies@uwplatt.edu.

Course Changes

All course changes must be cleared officially with the School of Graduate Studies office. Normally students are not permitted to add courses after the fifth day of classes.

Dropping Courses

Students may drop a course before it begins or during the drop-add session at the start of each semester without the instructor's signature.

Students who drop a course during the period from after the 10th instructional day of the term through the end of the eighth week of that term will be charged a drop fee of \$15 per course. Drop fees must be paid before the form is submitted to the School of Graduate Studies office, 106 Brigham Hall.

If a student registered in a course withdraws from that course before the 10th day of class, that course will not be recorded on the student's transcript.

If a student registered in a course drops that course any time after the 10th day of class, but before the end of the eighth week of classes, a notation of "withdrawn" will appear on the student's transcript.

Students may drop a course until the end of the eighth week of classes. Students dropping at a later date are given the grade F; only in extraordinary circumstances and with the consent of the instructor and the director of the School of Graduate Studies may students withdraw at a later date and receive a grade other than F. Students receiving educational entitlement from the Veterans Administration must report to the VA if they fail or withdraw from all courses after mid-term when enrolled in two or more unit subjects.

Tuition, Fees, and Expenses

Tuition and Fee Policies

This section provides the tuition and fee policies that were in effect at the time this book went to press. For up-to-date information contact the Cashier's office at 608.342.1211 or check the Cashier's office website www.uwplatt.edu/cashier.

The act of registering for courses at the University of Wisconsin-Platteville creates a financial obligation to pay the tuition and fees associated with those courses according to the tuition and fees schedule established annually by the University of Wisconsin System Board of Regents. The payment due dates are provided with the initial billing. Payment of all charges is the responsibility of the student. It is the responsibility of the student to pursue money from financial aid, scholarships, loans, or other non-personal sources. These are not considered payments until the money is received and posted to the student's account. Students who fail to cancel their registration or withdraw from courses in compliance with university policies and procedures will be charged even if they do not attend class. Nonattendance does not constitute withdrawal.

Payment Policy

UW-Platteville bills all students for each semester approximately two weeks prior to the beginning of the semester. Students will receive an email in their UW-Platteville email account notifying them the bill is available online through PASS. All students should review their account in PASS during the first week of school to ensure accuracy. Financial aid, scholarships, and educational loans will not be reflected on the initial bill. If you add classes or change your schedule, check your balance online or contact the Cashier's office immediately to get a revised balance. Failure to receive a bill does not excuse students from the payment deadlines and penalties. The initial payment is due approximately five days after the beginning of each semester. To avoid finance charges, accounts must be paid in full by the due date on the initial bill.

A partial payment plan is available for fall and spring semesters to students with a good credit history. (There is no partial payment plan available for summer school and winterim.) In order to qualify for the partial payment plan a copy of Financial Agreement form must be on file in the Cashier's Office. A new Financial Agreement form is required for each semester. Students who have demonstrated a poor payment history may be denied access to the partial payment plan. The partial payment plan consists of an initial payment of 34 percent of all charges billed on the initial bill, due approximately seven days after the beginning of each semester and two additional installments of 33 percent, due approximately the fifth and ninth week of each semester. All charges will have to be paid before registration for a future term will be allowed.

Payment in full of all tuition and fees prior to the initial billing due date will avoid finance charges. (This date is also provided with each initial billing statement.) Unpaid balances incur finance charges as detailed in Financial Agreement form, a copy of which can be viewed on the Cashier's office website. Registration for future semesters will not be permitted unless the account balance is zero. Accounts in default will be forwarded for private collection action. Students will be responsible for all collection costs on amounts not paid when due, including, but not limited to, attorney fees and collection agency fees.

If your bill will be paid by a third party (i.e. VA, DVR, Youth Options) a written authorization from the third party must be provided to the Cashier's office before the initial billing due date or the account will be considered delinquent. The authorization must include who will be paying, the amount they will be paying, the name and ID number of the student they are paying for, and when the payment will be made.

Payments are posted to the student's account as of the date of receipt. Post-dated checks will be returned to the sender and do not qualify as payment. All checks should be made payable to UW-Platteville and should include the student's ID number. The payment must be in the Cashier's office on or before the due date to avoid service charges. UW-Platteville charges \$20 for all checks returned by the bank for any reason.

Late Fee

Students who have not paid at least 34 percent of their total initial bill by the initial billing due date of the fall and spring semester will be assessed a \$30 late fee. A \$15 late fee will be assessed if 100 percent of the summer or winterim charges are not paid by the due date of the summer or winterim session.

Who gets the bill?

Bills are now online. Students will receive an email on their UW-Platteville email account instructing them to view their bill online. Students may grant guest access to other individuals to view their account by using PASS Express. Students are encouraged to check their account in PASS self service on a weekly basis to see if any activity has occurred.

Refund Policy

Tuition and fees may be refunded upon official withdrawal from the university according to the current refund schedule provided all official withdrawal forms are completed. The current refund schedule for fall and spring semesters is:

- 100 percent during the first two weeks of classes
- 50 percent during the third and fourth weeks of classes
- 0 percent thereafter

For refund schedules for summer and winter terms contact the Cashier's office.

Room and board charges for students who voluntarily withdraw from the university may be adjusted in accordance with the room and board contracts. Further information about these contracts is available from the Meal Access office (608.342.1404) or the Residence Life office (608.342.1845).

If a student receives any type of federal financial aid (including Stafford loans and/or PLUS loans) and then withdraws from the university or reduces their credit load, their financial aid eligibility will be re-calculated. A percentage of the aid may be considered unearned and may have to be returned to the funding source. Please contact the Financial Aid office if you have any questions about this policy 608.342.1836.

Degrees and Programs

Currently, the University of Wisconsin-Platteville offers nine graduate degrees:

On Campus

- Master of Science in Computer Science (www.uw-platt.edu/csse)
- Master of Science in Education Counseling Psychology (www.uwplatt.edu/counseling-psychology)
- Master of Science in Education (www.uwplatt.edu/education/master-science-education)
 - a. Adult Education
 - b. Elementary Education
 - c. English Education (China)
 - d. Middle School Education
 - e. Secondary Education

Online

- Master of Science in Criminal Justice
- Master of Science in Distance Education Leadership
- Master of Science in Engineering
- Master of Science in Integrated Supply Chain Management
- Master of Science in Organizational Change Leadership
- Master of Science in Project Management

Information on the online master's programs is located at www.uwplatt.edu/distance-education

General Requirements for All On-campus Master's Degrees

Academic Requirements

The following are the minimum requirements for all master's degrees offered on campus. Individual programs may have additional requirements. Requirements for online

graduate programs are identified in Section III of this catalog.

- All students must complete a minimum of 30 graduate credits.
- At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.
- No more than 12 credits can be transferred into a master's degree program.
- Students must satisfy the writing requirement of their degree program, or complete additional approved course work (6 credits).
- Students must also successfully complete either a written or an oral examination.
- Graduate students must maintain a 3.00 grade point average.

Admission to Candidacy

Admission to candidacy is required of graduate students in the following degree seeking programs:

Counseling Psychology
Master of Science in Education

Before graduate students are admitted to candidacy, their graduate advisor must approve a program check to verify that the initial credits toward a master's degree have been successfully completed. An approved program planning form is developed at this time to allow the student to complete a master's degree. To be admitted to candidacy, the following must occur:

- All deficiencies must be removed and all subject matter prerequisites in the program area must be met.
- The applicant must have at least a 3.00 overall grade point average on all graduate work completed.
- The applicant must submit a projected plan of course work that will be pursued to complete the requirements for the degree.

At this time, the student and advisor complete an approved program planning form.

Policy on Candidacy

Graduate students who have earned at least nine graduate credits must begin the candidacy process and must have a departmental candidacy decision no later than the end of the next semester or session. For example, if a student successfully completes nine graduate credits in the fall semester, that student must begin candidacy procedures and have the candidacy process completed no later than the end of the spring semester. Students who are not enrolled in the semester following the completion of nine graduate credits must comply with the candidacy process before re-enrolling.

Candidacy Process

The School of Graduate Studies sends an admission to candidacy form to the advisor. The completed and signed admission to candidacy form, along with the approved program planning form (signed by the advisor), must be submitted to the School of Graduate Studies no later than 4 p.m. of the last day of the semester or session. The School of Graduate Studies notifies students that the admission of candidacy has been posted to their graduate record. The Graduate Council and the advisor are notified also.

Writing Requirement Options

Students must satisfy the writing requirement of their degree program as determined by individual programs subject to approval by the Graduate Council. Examples of experiences which may meet this requirement include: thesis, seminar paper, educational project, performance, and exhibition. Students should consult with individual program advisors for guidelines for meeting program requirements. All programs must follow a common set of procedures for approval and submission.

A more detailed discussion of three of these options follows.

Thesis

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial.

There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Checklist for Completion of the Master's Thesis

- In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission.

- Prepare a thesis proposal. Typically, the thesis proposal includes the following:
 - a. An approval page to be signed by the advisor and committee members
 - b. An introduction
 - c. A statement of the problem
 - d. Purpose of the study
 - e. Hypothesis, if applicable
 - f. Significance or implications of the study
 - g. Assumptions necessary to undertake the study
 - h. Delimitation of the study
 - i. Method of approach including data sources, data gathering methods, and likely analyses
 - j. General plan of organization
- If the proposed research will involve human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
- The thesis advisor submits the thesis proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the School of Graduate Studies office.
- Register for "Thesis Research."
- Prepare the thesis with regular meetings with the thesis advisor.
- Submit the completed thesis electronically to the thesis advisor; the thesis advisor will submit the thesis for review to the committee.
- Thesis advisor, in consultation with the student, schedules the thesis oral examination.
- Thesis advisor certifies that the oral examination has been successfully completed. The certification is provided to the School of Graduate Studies.
- Thesis advisor submits electronically to the School of Graduate Studies the completed thesis (with signatures).

Seminar Paper or Educational Project

Unlike a thesis, the seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment.

There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Checklist for Completion of the Master's Seminar Paper/Educational Project

- In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor.
- Prepare a seminar paper or educational project proposal. Typically, the proposal includes the following:
 - a. An approval page to be signed by the advisor
 - b. An introduction
 - c. A statement of the problem
 - d. Purpose of the study
 - e. Hypothesis, if applicable
 - f. Significance or implications of the study
 - g. Method of approach, if applicable, including data sources, data gathering methods, and likely analyses
 - h. General plan of organization
- If the proposed research involves human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
- Advisor submits the seminar paper or educational project proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the School of Graduate Studies office.
- Register for "Seminar Paper/Educational Project Research."
- Prepare the seminar paper or educational project with regular meetings with the seminar paper or educational project advisor.
- Submit the completed seminar paper or educational project electronically to the seminar paper or educational project advisor for review.
- Advisor submits electronically to the School of Graduate Studies the completed seminar paper or educational project (with signature).

Graduate Paper Style and Format

The thesis, seminar paper, or educational project should follow one of three adopted manuals:

- *A Manual for Writers of Term Papers, Theses and Dissertations*, Katie L. Turabian
- *Modern Language Association Handbook for Writers of Research Papers*
- *The Publication Manual of the American Psychological Association*

or any style approved by the major department.

Additional Credits

In lieu of writing a paper, some programs permit the student to take an additional six credits of coursework. The student's advisor and the department must approve selection of this option.

Grade Point Average

Graduate students must maintain a 3.00 grade point average.

Examinations

While each graduate program is free to determine the specific nature of its examinations, it is the expectation of the Graduate Council that examinations qualifying students for the award of a master's degree shall be of a comprehensive, integrative nature demonstrating mastery of the subject. Each student in an on-campus master's degree is required to successfully complete either a written comprehensive examination during the last semester of enrollment or an oral examination defending his or her thesis. The oral examination is held after the student's completed thesis has been approved by the thesis committee. During the last semester, the student must complete a comprehensive examination form, which is available online at the School of Graduate Studies website www.uwplatt.edu/gradstudies. The completed and approved form is due in the School of Graduate Studies office by Oct. 1 for fall semesters, March 1 for spring semesters, and by the end of the first week of a summer session. Graduate students may not take a comprehensive examination until they have been admitted to candidacy, are in full standing, and have finished all course requirements or are currently registered for course work that will complete the requirements.

Written Comprehensive Examinations

The written comprehensive examination must be taken during the last semester of coursework needed for the degree. Students who wish to take the written comprehensive examination a semester early or a semester late must contact their advisors and obtain permission to do so. The advisor should forward the permission memo to the School of Graduate Studies stating when the comprehensive examination will be taken and the reason that the comprehensive examination will be taken early or late. The written comprehensive examination committee, which is approved by the advisor, shall prepare the examination questions.

Students must complete the written comprehensive examination form and receive approval from their advisor. The advisor will chair the comprehensive examination committee. If the advisor also provides comprehensive examination questions, only one additional faculty member will need to provide questions. If the advisor does not provide comprehensive examination questions, but only chairs the committee, the student will need two additional faculty members to provide comprehensive examination questions. Students must contact faculty members before submitting their names to be sure they are willing to provide comprehensive examination questions. The advisors for those students in the Computer Science program will also set up the examination date and note it on the comprehensive examination form. Students in the Counseling Psychology

and Master of Science in Education programs write their comprehensive examination on the same day in the presence of a proctor.

Once the comprehensive examination form is completed and approved by the advisor, it should be returned to the School of Graduate Studies. The original form will be kept in the School of Graduate Studies office and a copy will be sent to the proctor (for Counseling Psychology and Master of Science in Education programs students only). It is the proctor's duty to notify the student when and where the examination will be held.

Evaluation of Written Comprehensive Examinations

Each faculty member who submitted questions will provide an evaluation of the student's answers to the proctor/advisor. The proctor/advisor shall collect the examination and forward the results and recommendations to the director of the School of Graduate Studies or the director of the School of Education (for education programs) within one week following the examination date. In cases where the written performance is doubtful, the advisor may assemble the committee in an effort to decide upon the outcome of the comprehensive examination. Students will be notified of the results of their comprehensive examination either by the School of Education or the School of Graduate Studies Office.

Oral Examinations

Oral examinations are required of all students who choose the option of writing a thesis. In consultation with their thesis advisors, students shall arrange an examination date. The thesis committee shall conduct the oral examination, with the thesis advisor serving as chair.

Evaluation of Oral Examinations

The oral examination will be a defense of the student's thesis. The thesis advisor will submit the committee's evaluation, in writing, to the School of Graduate Studies. The director of the School of Graduate Studies shall inform students of their performances.

Retaking Examinations

Students who are unsuccessful in their oral or written comprehensive may retake the examination after one semester. Students will not be allowed to take comprehensive examinations a third time without recommendations from their advisors, their major departments, and approval of the Graduate Council.

Applying Credits Earned in One Graduate Program Toward Another Graduate Degree

Credits from other University of Wisconsin-Platteville graduate degree programs may be applied to a second graduate degree at UW-Platteville upon the recommen-

ation of the program faculty, up to a maximum of 12 credits. The total of credits from other University of Wisconsin-Platteville degree programs and credits transferred from other institutions cannot exceed twelve credits.

Withdrawal from the University

Withdrawal from the university refers to a complete withdrawal from the university, including withdrawal from all classes for the term. This procedure is not to be confused with dropping a single course or several courses (see the explanation for dropping courses).

Students may withdraw from the university through the published deadline (the eighth week of a fall or spring semester). A late withdrawal from the university may be requested through the last day of classes but prior to final exams.

Students considering withdrawal from the university are encouraged to consult with a staff member at Counseling Services. To be official, any withdrawal from the university must be cleared with the Registrar's office, Counseling Services, the student's academic advisor, Residence Life office, Financial Aid office, Karmann Library, Textbook Center and Cashier's office. All fees and assessments must be paid on all books returned to the library before an official clearance to withdraw can be given. Specific directions concerning complete withdrawal from the university may be obtained by contacting the Registrar's office.

If a student is prevented from a timely withdrawal from the university because of accident, injury, major physical or mental health problems, military duty, or other extraordinary circumstances, an extraordinary withdrawal from the university may be permitted. Please consult with the university registrar regarding procedures and be prepared to provide documentation to justify the request.

Retention, Probation, and Dismissal

An overall 3.00 graduate grade point average is required to maintain full standing. If the overall grade point average drops below 3.00, the student is placed on probation. If after an additional 12 graduate credits, the student's grade point average remains below 3.00, the student will be dismissed.

Time Limitation

Graduate students are allowed seven years from the date of admission into a master's program to complete degree requirements. Extensions will be granted for unusual health conditions, fulfillment of military obligations, or other extenuating circumstances. Students may petition for an extension, in writing, to their graduate advisor. The graduate advisor will then inform the School of Graduate Studies, in writing, of his or her recommendation. The director of the School of Graduate Studies will make the final decision.

Discontinuation of Inactive Students

Graduate students who are inactive (non-registration) after three academic years (fall/spring/summer) will be discontinued from their graduate program. Students may reapply for admission to the same or another graduate program. However, credits earned previously at University of Wisconsin-Platteville may be applied to the student's graduate program only upon the approval of the student's advisor, the director/coordinator of the graduate program, and the director of the School of Graduate Studies.

Student Discipline and Academic Misconduct

The dean of students handles matters involving students' rights and responsibilities. The dean of students responsibilities regarding discipline are two-fold: to ensure that students are treated fairly, and to see that students meet university policies and regulations. The dean of students is guided in this effort by Chapters 14, 17, and 18 of the Wisconsin Administrative Code and by those regulations specific to the University of Wisconsin-Platteville. Details regarding student disciplinary procedures and the conduct expectations in chapters 14, 17, and 18 is located at www.uwplatt.edu/dean-students/student-conduct.

The university may discipline a student for academic dishonesty, including any of the following or similar examples of false representation of a student's performance:

- Cheating on an examination.
- Collaborating with others in work to be presented, contrary to the stated rules of the course.
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials.
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another.
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course.
- Tampering with the laboratory experiment or computer program of another student.
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

For complete details, review www.uwplatt.edu/dean-students/student-conduct.

Graduation

The following items need attention before graduation.

The Last Semester

Students must be enrolled in the term in which they graduate at the University of Wisconsin-Platteville or they may be enrolled at another institution completing transfer work. It is the student's responsibility to notify the School of Graduate Studies of his or her intent to graduate by completing and submitting a "File for Master's" form with the School of Graduate Studies by the end of the 10th day of classes. The "File for Master's" form is available online at www.uwplatt.edu/graduate-studies/graduation

Graduate Paper

The completed thesis, seminar paper, or educational project should be electronically deposited with the School of Graduate Studies.

Graduation Fee

Before the end of the term in which the degree is to be granted, the student must pay the graduation fee (\$40) as well as all outstanding debts to the university.

Commencement

Students who complete the requirements for master's degrees are invited to be present at the next spring or fall commencement program. Degrees are not conferred until after graduation when grades are posted and final graduation check has been performed.

Transcripts

The University of Wisconsin-Platteville transcript is a complete academic record of a student's enrollment at the university. Maintained by the Office of the Registrar, the transcript is a complete history of undergraduate or graduate level courses attempted and grades earned. Courses include those taken at UW-Platteville, transfer coursework evaluated by the university, and advance standing credits. Your semester grade point average and academic standing is shown after each term. The transcript also includes any earned degrees including the majors and minors completed.

Current students can view their unofficial transcripts in the Pioneer Administrative Software System (PASS). Students who are no longer enrolled may only request official copies of their transcripts.

As of Feb. 1, 2014 UW-Platteville retained Credentials Inc. to accept transcript requests over the Internet. Both your date of birth and student ID number or Social Security number are required within the request in order to locate your transcript information. Note: Undergraduate and Graduate Transcripts are separate records and must be requested on separate orders.

Only students may request their transcripts, except as prescribed in the Family Educational Rights and Privacy Act. Further information, including a transcript request form, may be found on the Office of the Registrar website at www.uwplatt.edu/registrar/transcripts.

Financial Aid

www.uwplatt.edu/financial-aid

Educational loans and work-study are available to graduate students who are regular degree seeking students enrolled at least half-time (5 or more credits). Students enrolled as “special” are not eligible for financial aid. To be considered for the programs listed below, a student must complete the Free Application for Federal Student Aid (FAFSA). Apply on-line at www.fafsa.ed.gov.

Loans

Unsubsidized Federal Direct Loan

This loan is not based on need. However, the student must complete the FAFSA. The student is responsible for the interest while in school. The maximum amount a graduate student is eligible to receive annually is \$20,500.

Graduate PLUS Loan

Graduate students are eligible to borrow under the Graduate PLUS Loan program. Students can borrow up to their cost of attendance minus other financial aid received. Applicants are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for the annual loan maximum eligibility under the Federal Unsubsidized Direct Loan. A credit check is required and repayment begins on the last disbursement of the loan. The interest rate is a fixed rate 8.5 percent.

Federal Work-Study Program

The work-study program allows eligible students to work on campus to earn money. Work-study jobs are posted in the Financial Aid office and at www.uwplatt.edu/financial-aid/student-employment.

Advanced Opportunity Program (AOP) Grant

Students of color and economically disadvantaged students may apply for this grant to assist with payment of college costs. Applicant must be admitted to a degree program, be a Wisconsin resident, and be enrolled for at least five (5) credits from UW-Platteville. Students who are enrolled in online graduate programs are not eligible. To be considered, the Free Application for Federal Student Aid (FAFSA) must be filed and an AOP Grant application which can be obtained at www.uwplatt.edu/financial-aid/grants.

Other Programs That Do Not Require a Financial Aid Application

Veterans Benefits

www.uwplatt.edu/non-traditional-and-veterans/veterans

Graduate students who are eligible for educational entitlement from the Veterans Administration or from the Wisconsin Department of Veterans Affairs should contact the certifying official in 322 Royce Hall, 608.342.7351.

Graduate Assistantship

State-supported graduate assistantships are available in graduate programs offered on campus. Graduate assistantships are intended to provide financial assistance to students, professional growth for students, and professional assistance to the university. A full graduate assistantship requires a student to provide 20 hours of professional responsibilities per week while he or she is enrolled in a minimum of eight semester hours of course work. Full-time or part-time assistantships are available. A full graduate assistantship currently pays up to \$7,930 per academic year. For out-of-state graduate assistants with full graduate assistantships, out-of-state tuition may be waived and the students will be required to pay resident tuition only. Selection will be based primarily upon overall undergraduate scholastic achievement and potential for future professional growth.

Complete the graduate assistantship application form and return the completed form to the School of Graduate Studies office, 106 Brigham Hall. The graduate assistantship application form is available at www.uwplatt.edu/graduate-studies/financial-aid-opportunities. Only students who have been admitted to a graduate program and are carrying eight credits or more are eligible for assistantships. Students enrolled as “special” are ineligible.

Please note that final appointment to a graduate assistantship is contingent on a criminal history background check. We need consent to conduct a criminal history background check. At the time of offering a graduate assistantship, the student will be requested to complete and return a consent form. A form will be provided at that time. The consent form may also be printed off from webpage uwplatt.edu/system/files/CriminalHistoryBkgChk.pdf. Failure to return the consent form by the date indicated will result in the assistantship being offered to another individual. A completed application for graduate assistantship must be received in our office by April 1 of the academic year being applied for—example: fall 2014 and spring 2015 comprise the academic year of 2014–15.

Contact: School of Graduate Studies
106 Brigham Hall
1 University Plaza
Platteville, Wisconsin 53818-3099
Phone: 608.342.1322
Fax: 608.342.1389
E-mail: gradstudies@uwplatt.edu

NOTE: the School of Graduate Studies is housed inside the Registrar's office suite, 101 Brigham Hall.

Other Academic Programs

Continuing Education

The Office of Continuing Education, in a partnership between the University of Wisconsin-Platteville and University of Wisconsin-Extension, carries out the Wisconsin Idea of extending university resources beyond campus boundaries to the citizens of southwestern Wisconsin. The office coordinates credit classes in various communities, which are designed to meet the needs of adults who wish to continue or renew their course work to meet certification or degree requirements. Class sessions may be delivered through a mixed media approach. Computer-based instruction on CD or online, and interactive video delivery may be used to enhance access for students living and working at a distance from campus.

Community education (non-credit) classes, conferences, and youth camps are also conducted by Continuing Education to enrich the lives of adults and young learners in southwestern Wisconsin.

For more information, or to request a catalog, call 608.342.1314 or toll free 1.888.281.9472. Access course offerings electronically and register electronically via www.uwplatt.edu/continuing.

Information Services

Elton S. Karrmann Library

www.uwplatt.edu/library/

The Elton S. Karrmann Library is the focal point for information on the UW-Platteville campus. The library's collections include 280,500 books, 90,800 government publications, subscriptions to 700 periodicals, 60 newspapers, and 1,040 other serial titles. In addition, the library offers over 100 subscription databases (many of which offer full text journal articles), 20,000 maps, 16,000 audiovisual materials, and 1,000,000 microforms. An interlibrary loan network supplements these materials.

The library's webpage provides access to its catalogue, numerous electronic resources, and other research tools. It can be accessed either in the library or remotely from computer labs, residence halls, offices, or homes. Reference service is available on the main floor of the library, by telephone 608.342.1668, toll free 1.888.450.4632 or email: "Ask a Librarian!" (www.uwplatt.edu/library) from the library's homepage.

To facilitate use, the library contains several computer labs, reading rooms, individual carrels, and handicap facilities. All of these resources, along with a helpful and friendly staff, reflect the library's commitment to support individual study and research.

Library Use Instruction: University librarians are available to provide library use instruction for any classes or to assist with any assignment-specific needs. Arrangements are made with the librarian assigned to work with a specific department.

Distance Education Support: The Karrmann Library provides information resources support to distance learning faculty and students. www.uwplatt.edu/library/distance-education-students

Special Collections

Instructional Material Laboratory: www.uwplatt.edu/library/instructional-materials-laboratory, telephone 608.342.1099, the IML is a curriculum library that supports the School of Education with materials that facilitate Pre K-12 grade education. Its resources include books, audiovisual materials, and three-dimensional toys. Its collection also contains selective resources that assist the teaching profession.

Southwest Wisconsin Room: www.uwplatt.edu/library/southwest-wisconsin-room, email: swwis@uwplatt.edu, telephone 608.342.1719, this resource contains UW-Platteville's archives, the Wisconsin Historical Society's Area Research Center, and a reading room. Its collections consist of books as well as extensive manuscript and iconographic primary source materials that pertain to the history of UW-Platteville, Southwest Wisconsin, and genealogy.

Information Technology Services

www.uwplatt.edu/its

The Information Technology Services provides for the communication and computing technology needs of the university community. Eager to assist students in the use of computing technology, ITS strongly encourages each student to make use of the excellent resources available on campus. Additionally, ITS provides computer support and troubleshooting for all faculty and staff.

General Computer Access (GCA) Labs: Located in the Karrmann Library and the Markee Pioneer Student Center, GCA labs are available to all students from early morning

to late night during the school term. Labs make available both Windows and Macintosh computer systems and laser printers with a variety of software for word processing, spreadsheet, and database management in addition to Internet access and course-specific software. Consultants staff the lab in the Markee Pioneer Student Center to answer questions and provide assistance.

Discipline Specific Labs: Each of the three colleges and many of the academic units within each college provide computer labs with hardware and software suited to their particular disciplines. Hardware, software, scheduled availability, and support are all determined by the college or department.

Campus Wide Servers: ITS operates Windows, Macintosh, and Linux servers in its core data centers. These servers host campus services that provide email, network access, Internet access, user data storage, student accounts, and various academic and administrative computing needs.

Campus Network Infrastructure: Every residence hall room and every classroom building has the wiring necessary for complete network and Internet access. In addition, wireless network access is present in all campus academic and administrative buildings. ResNet, a division of Residence Life, provides support for residence hall network access.

Internet Access: Each student receives a computer account with username (NetID) and password that provides full electronic mail capability and access to UW-Platteville computer labs. Students may access the Internet in any lab, via wireless or through a ResNet connection.

Help Desk: The ITS Help Desk at 608.342.1400 is the first point of contact for faculty, staff, and students with any computer problems, including new system installs, software and hardware purchases, computer errors, lab problems, and so on. Telephone support personnel will attempt to answer most questions over the telephone. Any issues not resolved immediately are assigned to Help Desk Technicians or Computer Support Staff who provide prompt and courteous service.

Instructional Center for Educational Technologies (ICET)

www.uwplatt.edu/icet

The purpose of the Instructional Center for Educational Technologies is to:

- provide training/support of software programs used by students and instructors in the process of teaching and learning
- develop documentation associated with uses of software used in academic endeavors
- assist with research activities associated with using technology in the enhancement of the scholarship of teaching/learning

- identify resources and research results to showcase best practices in the area of educational technology
- provide opportunities for instructors to share their successes and learning opportunities when using educational technology

Media Technology Services

www.uwplatt.edu/mts

Media Technology Services is a multifaceted resource for faculty, staff, and students to support academic programs and projects. The areas of service include the following:

Educational and Promotional Recording Services: MTS video and audio records a wide variety of activities on campus for a variety of purposes: guest lectures, event documentation, meetings, interviews, student presentations, and pre-recording of lectures for later playback. Taping can be done in the classroom or on location. MTS can record cable television programs for instructional uses.

Equipment Checkout: The department provides a variety of audiovisual equipment that may be checked out by faculty, staff, and students for educational purposes. Equipment includes computer projection systems, digital cameras, video cameras, CD recorders, phone conferencing units, and digital audio recorders.

Cable Television: MTS provides cable service to the residence halls, oversees the operation and programming of campus cable television, and provides maintenance support for the cable system.

Equipment Maintenance: A variety of maintenance services, including equipment repair, equipment recommendations, and maintenance of technology enhanced classrooms, are provided by the MTS staff.

Distance Education: The University has three facilities with the capability to transmit or receive video from a variety of sources using various technologies.

Student Affairs

Residence Halls

During the regular academic year, residence hall space may be limited due to high enrollment. Freshman and sophomore students are required to live in residence halls unless they are released from that UW System requirement. Thus, when occupancy is high, incoming students and continuing residence hall students who submitted applications according to that process are able to live in the residence halls until space is no longer available. However, if space allows, the Student Housing Office will accept applications from graduate students.

There are nine traditional style residence halls with double occupancy rooms. A suite/apartment style residence hall provides four bedrooms, two bathrooms, a kitchenette, and living room within each suite. Graduate students who live

in residence halls or suites are not required to participate in a meal program unless it is their personal choice to do so.

During the summer session, residence hall rooms are available for the entire summer session (eight weeks). Single rooms may be available during the summer session. Students may rent rooms in the summer residence hall for less than the eight week session. The summer residence hall is air conditioned.

When submitting an application for residence hall accommodations, the student must make a rental prepayment. Summer session accommodations do not require a prepayment and rental fees will be charged to the student's account. For specific information regarding housing and housing rates, contact Residence Life, Royce Hall, 608.342.1845 or email us at housing@uwplatt.edu.

Dining Services

A variety of food, beverage, and nutritional services are provided at UW-Platteville. Dining Services provides a number of meal plan options for residence hall and commuter students. In addition, students may add cash to their meal plan for extra purchasing flexibility at all dining locations.

Stations: Conveniently located near the residence halls, our all-you-care-to-eat dining facility is housed in Bridgeway. Stations is a buffet-style set-up with hot, home-cooked entrees, deli favorites, Italian cuisine and a baked potato bar. Students can enjoy a super-sized salad bar, fresh-baked pastries and dessert items daily. In keeping with our campus goals, meal plan participants may consume as much food as they wish, but patrons share the responsibility of sustainability. Food waste is an ecological and economic issue that leads to an increase in meal plan costs.

Greenwood Avenue Market: A convenience store located in the lower level of Glenview Commons that offers burgers, pizza, grab and go deli items, a variety of groceries, beverages, health, and beauty items. Recreation area includes pool tables, Wii stations, and wireless Internet access. The seating area includes large screen TVs and a breathtaking view of the south side of campus. Meal plans, Dining Dollars, Passport Funds, or cash may be used for purchases.

Pioneer Crossing: A retail dining operation located in the Pioneer Student Center, where students can exchange a meal for a "cash equivalency" amount at breakfast, lunch and dinner. Dining areas include Mexican, Chinese, and Italian cuisine, home-cooked entrees, made to order sub sandwiches, fast-food favorites, grab and go items, soup and salad bar, and fresh-baked desserts.

Pioneer Haus: Students can enjoy specialty flatbread pizzas, wings, burgers, and a wide variety of appetizers in a sports bar atmosphere while they watch their favorite sports on a big screen television. Bring your friends and play a game of darts or foosball and be sure to catch the open mic nights sponsored by Campus Programming and Relations.

Hickory and Main Corner Bistro: A convenient deli shop on the lower level of Ullsvik Hall to pick up pastries, sandwiches, snacks, and beverages. This location features specialty focaccia sandwiches and two soups daily. We "Proudly Brew Starbucks® Coffee" and feature a full coffee bar and selection of tea. A convenient cafe lounge sits directly across from the deli shop.

Kristine's Kafe: A convenience store located on the main level of Rountree Commons offers sandwiches, pizzas, salads, pastas, grab'n'go deli items, along with a large variety of groceries, beverages, and health and beauty necessities. Offering the choice of having your food created to your specific liking, this dining location appeals to all students. Meal plans, Dining Dollars, Passport Funds, or cash may be used for purchases.

For more information regarding specific meal plan options and contract terms, please contact the Meal Access Office, Glenview Commons, One University Plaza, Platteville, WI 53818. Phone 608.342.1404; Email: mao@uwplatt.edu.

Textbooks

Graduate students are charged a textbook rental fee which is included in the segregated fees listed on the statement with the tuition bill. Students must pay all outstanding bills from past sessions before picking up textbooks. A Pioneer Passport ID card is required to pick up textbooks. Students may purchase their textbooks during scheduled book sales each semester. **Note:** Textbook rental is not available for the Distance Learning Center, Adult Education (AE), Cross-Categorical Special Education Certification (CC), Educational Administration Certification (EA), English Language Learning Licensure (ELL), and Reading Specialist/Reading Teacher (RE) programs.

Students must return textbooks to the Textbook Center the last day of the final exam period as published in the Registrar's Class Schedule book. If for any reason a student cannot return textbooks in person, he or she may mail them to the Textbook Center. A late fee will be assessed on books returned the first two weeks after the final exam period. After that date, books are no longer accepted for return and students are charged the non-refundable cost of the book(s).

A student who drops a course must return the textbooks immediately, even if the student plans to retake the course the following semester. If a student fails to return a textbook and a textbook must be ordered to cover a shortage

of books needed for a particular course, the student will be charged the non-refundable full replacement cost of the book and a \$5 processing fee.

Independent Study or Incomplete: Special textbook arrangements must be made at the Textbook Center the week before the final exam period on books needed past the due date or be subject to the late fee schedule.

The Textbook Center is open extended hours, 8 a.m.–7 p.m., Monday through Thursday, the first week of classes. (If a Monday holiday occurs the first week of classes, the Textbook Center will be open the following Monday, 8 a.m.–7 p.m.) During finals week, the Textbook Center is open 8 a.m.–9:15 p.m. the first four days and 8 a.m.–5:30 p.m. the last day.

Please see the Textbook Center's website for additional information: www.uwplatt.edu/textbookctr.

Student Health Services

The UW-Platteville Student Health Services provides a broad range of primary health care services to the campus community. These include acute care for illness and emergencies, health and wellness promotion, and opportunities for students to participate actively in their own health care. Most health care services are available at no charge to all UW-Platteville students who carry three or more credits per semester. Students are responsible for those expenses incurred outside the Student Health Services (such as consultations with private physicians, referrals for specialty care if needed, x-rays, prescribed medications, and some laboratory work). A directory of medical services provided on campus and in the community is available at the Student Health Services office. Physicians, nurse practitioners, and registered nurses provide care to students. Student Health Services, which is located on the second floor of Royce Hall, is open Monday through Friday from 7:45 a.m.–4:15 p.m. To schedule an appointment or to receive more information, call 608.342.1891.

A student health insurance plan that provides hospital, surgical, outpatient, and major medical coverage is available at a reasonable cost to students. Students are strongly encouraged to carry this health insurance plan or to arrange to be covered under other personal or family plans. Information concerning the student group insurance plan is available on campus and is sent to all registered students each fall. Enrollment details are available during registration or from Student Health Services. Students who participate in intercollegiate sports are required to have health insurance.

Student Assistance Services

Academic and Career Advising Center

www.uwplatt.edu/acac

This office provides literature (handouts, books, Internet resources, and magazines) on career-related topics. Our Employer Information Library includes current literature and company CDs to help prepare for one's job search and interviews. We publish an Annual New Graduate Employment Report, which includes salary surveys and hiring information on recent University of Wisconsin-Platteville graduates.

The Academic and Career Advising Center staff connects with students through a variety of classroom and student organization presentations. Topics presented include résumés/cover letters, interviewing skills, job search tips, and the annual professional dinner etiquette event. Students also receive individual, one-on-one assistance with résumé and cover letter development.

Employment opportunities for internships, co-ops, full-time, and seasonal positions are made available to students through our online job posting system, Pioneer Career Network (PCN). The annual fall and spring career fair events are a great opportunity for students to conduct career exploration, network with employers, and improve upon their professional presentation skills. Students may also participate in campus interviews and employer information sessions coordinated through the Academic and Career Advising Center.

Offices are located in Ullsvik Hall, Room 0200; 608.342.1183. We invite and encourage all students to utilize our services.

Children's Center

UW-Platteville's Children's Center provides child care and educational opportunities for children ages 2 through 10. The center is open Monday through Friday from 7:30 a.m.–5 p.m. during the academic year, interim periods, and summer session. The Children's Center meets state licensing requirements. The Children's Center also serves as a laboratory and research site for students learning about child development and early childhood education.

The center serves university students, faculty, staff and community members. A reduced fee is charged to student parents. To be eligible for the student rate, a parent must be registered for at least six credits as an undergraduate student. Graduate students must carry a minimum of five credits. If a student is registered for less than the minimum credit load, fees are charged at the faculty/staff/community rate. To request enrollment forms or for further information, call 608.342.1260.

Counseling Services

www.uwplatt.edu/counseling

Professional counselors provide free, confidential personal and academic counseling to students. Services are directed toward helping students develop competence and confidence, manage emotions, enhance relationships, make decisions, and improve coping skills as they strive to meet their educational goals and achieve personal growth. Areas of assistance cover emotional/social concerns, career assessment and decision-making, study skill development, stress management, and related issues. Tests and inventories are also available to facilitate the process. The GRE Subject Tests are administered each November through the UCS Academic Testing Program. Counseling Services is located on the second floor of Royce Hall. Call 608.342.1865 for more information.

International Student Services/International Student Advisor

The International Student Services office is located at 105 Royce Hall. The International Student Advisor is available to provide pre-admission information to prospective international students and to assist new students through arrival with activities including airport pickup, housing, orientation, health insurance, and the registration process. International students pursuing their studies may also contact the International Student Advisor to obtain information regarding general university requirements, campus and community activities, as well as personal counseling to alleviate culture shock, homesickness, and personal concerns.

The International Student Advisor acts as a liaison between students, their governments, and the University of Wisconsin-Platteville, and assists students with interpreting federal regulations pertaining to their F-1 or J-1 status such as employment, taxes, travel, extension of stay, and transfer. International Student Services sponsors cultural and social events during which international students have the opportunity to develop contacts within the university and Platteville communities so that their stay in the United States will be a richer experience. For more information, call 608.342.1852.

Office of Multicultural Student Affairs

www.uwplatt.edu/multicultural

The mission of the Office of Multicultural Student Affairs is to promote student success and enhance the engagement and leadership capacity of underrepresented minority students on campus. The Office of Multicultural Student Affairs strives to demonstrate leadership, creativity and vision in supporting the continued development of creating a globally competitive and culturally sensitive student body and campus community.

The purpose of the Office of Multicultural Student Affairs is to assist underrepresented minority students in the navigation of their graduate college career and engage them in high impact practices to enhance their collegiate experience and increase their marketability after degree completion. Specifically, we aim to increase the graduates at UW-Platteville from African American, American Indian, Latino, and Southeast Asian communities.

Services for Students with Disabilities

www.uwplatt.edu/disability

Services for Students with Disabilities works to ensure that no qualified student, solely by reason of disability, is denied access to, participation in, or the benefits of, any academic program or activity offered by the university.

The office provides information about disability services to students and university personnel; coordinates academic accommodations and auxiliary aides; refers students to appropriate sources for non-academic accommodations or auxiliary services and provides advocacy for students with disabilities. The services are provided to assist students with disabilities in receiving the academic accommodations needed to ensure equal access to the educational environment. Students with disabilities must provide documentation and make their requests for accommodations to the Services for Students with Disabilities office as early as possible to begin the process of obtaining accommodations.

Services for Students with Disabilities is located at 103 Warner Hall, 608.342.1818 (voice and TTY).

Patricia A. Doyle Center for Gender and Sexuality

www.uwplatt.edu/doyle-center

Located in 136 Warner Hall, the Patricia A. Doyle Center for Gender and Sexuality serves as UW-Platteville's central contact for resources and support for women on campus. The Doyle Center is committed to creating an environment where women receive equal opportunities and are empowered to utilize their talents and efforts to their fullest extent. The center provides all students, faculty, and staff with resources related to women's issues such as books, magazines, journals, and videos. The Doyle Center seeks to honor the contributions and experiences of women of all ages, classes, physical conditions, sexual orientation, gender identity, spiritual beliefs, and ethnic origins. Programming, fostering connections, providing resources, and advocating for equitable situations for women are the Doyle Center's main activities. The Doyle Center also houses the Alliance Office for the lesbian, gay, bisexual, and transgender organization on campus. For more information, call 608.342.1453 or email womensctr@uwplatt.edu.

Master of Science in Computer Science

www.uwplatt.edu/csse/joint-international-masters-degree-jim-cs

Department of Computer Science and Software Engineering

Program Coordinator: Dr. Qi Yang
Office: 213 Ullrich
Phone: 608.342.1418
Email: yangq@uwplatt.edu
Professor: Joe Clifton, Qi Yang
Associate Professors: Lisa Landgraf, Omar Meqdadi, Baozhong Tian
Assistant Professors: Lily Chang, Yan Shi

Statement of Purpose

The purpose of the Joint International Master's in Computer Science (JIM-CS) is to provide a high-quality, advanced education in computer science in an international setting.

Program Objectives

Graduates will:

1. demonstrate advanced knowledge and skills in computer science;
2. apply fundamental theory and practical methods to construct software systems in an international setting;
3. interact affectively within international and diverse teams;
4. understand how international differences and regional influences affect work done in computer science; and
5. engage in and recognize the importance of life-long learning.

Student Learning Outcomes

Graduates will achieve the following learning outcomes:

1. **Foundation:** Graduates will have a solid foundation in computer science with advanced knowledge in one or more areas.
2. **Practice:** Graduates will have demonstrated their ability to apply their knowledge to practical problems on projects involving people from difference educational and cultural backgrounds.
3. **Culture:** Graduates will exhibit cross-cultural communication skills and understand how international and regional differences influence how work is done in the profession.
4. **Presentation:** Graduates will be capable of effective written and oral communication particularly with respect to preparing, publishing, and presenting technical material to diverse audiences.

5. **Growth:** Graduates will exhibit skills for adapting to new environments and technologies, adapting to cultural differences, and embracing lifelong learning.

Introduction

The Master of Science in Computer Science provides advanced study in computer science with an international experience. Also called the JIM (Joint International Master's) program, it is typically taken in three or four semesters: one semester at a "home" institution (the institution which admits the student), one semester at an abroad institution (one of the international partner institutions), and then a final semester at the home institution.

The strength of this program is the international component. Computing today is a global issue, driving industry to seek professionals who are experienced in internationally distributed development and operation of software systems. To gain international experience, students are required to spend at least one semester abroad at one of the partner institutions. This gives all students opportunities to converse and work with students from different cultures. In addition, it increases the variety of courses which can be offered and exposes students to very different perspectives on computer science. Thus graduates of this program achieve dual objectives: deepening their understanding of computer science and learning to communicate in a global environment.

Prerequisites

Those seeking admission to the program must have earned a bachelor's degree in computer science or closely related field (such as software engineering or informatics) from a regionally or nationally accredited institution. In particular, all students must have had courses in introductory programming and data structures and, in addition, coursework covering at least four of the following topics:

- Computer architecture
- Database design
- Discrete mathematics
- Programming languages
- Operating systems
- Networking
- Software engineering

Applicants from other fields may be required to take undergraduate courses to address deficiencies. Substantial industry experience may be accepted in lieu of coursework in the above areas on a case-by-case basis. In addition, students must meet the other admission requirements for all master's programs at UW-Platteville. Enrollment will be limited by the number of positions available at the participating institutions.

Curriculum

The requirements for the curriculum fit into five categories: foundations, electives, project work, culture and language, and writing. The writing requirement consists of either a thesis or a seminar paper; this choice affects the number of credits to be taken in the other categories. The total number of required credits for both options is 30. In addition, students must satisfy requirements for coursework involving significant global content and graduate school requirements for the number of credits at the 7000 level and above. Other than the courses covering language, all courses are taught in English. There is no requirement that students know another language to enter the program.

Foundation Courses

The foundation courses are divided into two groups with Group A including an element of theory and Group B being more applied. Students are required to take courses from both groups. In addition, certain courses are marked with an asterisk (*) indicating that these have significant global content.

The lists of foundation courses include some which are offered only at partner institutions. Course numbers indicate which are offered at UW-Platteville. The special topics course, COMPUTER 7830, can also count towards the foundations requirement (with a designation in Group A or Group B) upon approval by the department chair or program coordinator.

Group A, courses with a significant mathematical component or which cover a traditional theoretical concept:

- Formal Methods in Computer Science
- Algorithms and Complexity
- Advanced Database Systems and Data Mining
- Object-Oriented Analysis and Design (offered at UW-Platteville as COMPUTER 5430)
- Natural Language Systems
- Robotics
- Simulation
- Parallel Computing
- Computer Graphics (offered at UW-Platteville as COMPUTER 5920)
- Artificial Intelligence (offered at UW-Platteville as COMPUTER 5030)
- Compiler Construction (offered at UW-Platteville as COMPUTER 7630)
- Computer Security (offered at UW-Platteville as COMPUTER 7460)
- Programming Language Structures (offered at UW-Platteville as COMPUTER 5520)

Group B, applied courses:

- Design Patterns
- Grid and Distributed Computing (*)
- Enterprise Computing (*)
- Software Quality (*, offered at UW-Platteville as COMPUTER 5730)
- Software Maintenance & Reengineering (offered at UW-Platteville as COMPUTER 5860)
- Neural Networks
- Business Process Engineering (*)
- Fuzzy Logic and Applications
- Real-Time Embedded Systems Programming (offered at UW-Platteville as COMPUTER 6130)
- Software Architecture
- Service-Oriented Architecture (*)
- Human-Computer Interaction (*)
- Mobile Computing (*)
- Advanced Networking Principles
- Web Protocols, Technologies and Applications (offered at UW-Platteville as COMPUTER 5870)

Electives

The following courses are allowed as electives for students taking the seminar paper option. Courses marked with an asterisk (*) count towards the global studies requirement. Some of these courses are only available in an online format.

- Engineering 5030: Linear Algebra
- Engineering 6050: Applied Statistics
- Project Management 7010: Project Management Techniques I

Project Work

All students must take two courses, one at UW-Platteville and one at a partner institution. The UW-Platteville courses that count towards this requirement are COMPUTER 7120 and COMPUTER 7220.

Culture and Language

All students must take courses relating to the culture and/or language of the abroad institution. This coursework can take many forms. GERMAN 5000 (Foreign Languages Travel Abroad Seminar) and UW-Platteville Study 5010 (Conversational American English for International Students) count toward this requirement; other courses can be taken upon approval by the department chair or program coordinator. All credits in this category apply towards the significant global content requirement.

Writing

All students must take either COMPUTER 7920, Seminar Paper Research, or COMPUTER 7990, Thesis. For the thesis, each student must organize a thesis committee containing at least three qualified individuals. At least one member of the thesis committee must be a member of the department

at the student's home institution and at least one must be a member of a partner institution.

In addition to other graduate school and program requirements, the research paper or thesis must include significant global content. The seminar and thesis credits count towards the total requirement for global content.

Credit Requirements

The following table gives the requirements for each category depending on whether the student takes the thesis option or the seminar paper option.

Option	Thesis	Seminar Paper
Total Credits	30	30
Foundations	12 or more credits, with at least 3 credits of foundations coursework must be from Group A and 3 credits from Group B	15 or more credits, with at least 3 credits of foundations coursework must be from Group A and 3 credits from Group B
Electives	0 to 3 credits	
Project	4 to 5 credits with at least 1 credits at an abroad institution	
Culture/ Language/ International Studies	2 to 4 credits, with at least 1 credit at an abroad institution	
Additional Requirements	6 credits of COMPUTER 7990 - Thesis Research; at least 9 credits must be earned abroad and 15 credits from courses with significant global content	3 credits of COMPUTER 7920 - Seminar Paper Research; at least 9 credits must be earned abroad and 15 credits from courses with significant global content

Master of Science in Education – Counseling Psychology

www.uwplatt.edu/counseling-psychology

College of Liberal Arts and Education

Program Coordinator: Dr. Karen Stinson

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Statement of Purpose

The University of Wisconsin-Platteville Counseling Psychology Program, located in Southwest Wisconsin and serving the tri-state region, provides the opportunity for graduate study in school counseling, mental health, and student services in higher education. Graduate study in the program is designed to help the student develop unique potential as a professional. The faculty works to identify and enhance the knowledge and skills needed for professional licensure. The faculty also emphasizes providing a structure and environment that facilitate students' growth in their ability to think critically, reflect with personal insight, and integrate feelings and thoughts. The goal is to assist students in the development of their professional, personal, and social identity.

Student Learning Outcomes

Graduates will:

- demonstrate professional judgment and therapeutic interpersonal skills;
- apply critical knowledge of human development, counseling theory, measurement, and assessment;
- demonstrate competency in using counseling processes;
- apply critical knowledge, skills, and disposition of the Pupil Service Standards and the Content Guidelines for School Counselors;
- exhibit a working knowledge of the ethical standards of the ACA and ASCA;
- demonstrate competence in the use of research methodology applied to the fields of counseling psychology and counseling;
- show self-awareness and sensitivity to one's impact on others;
- exhibit respect for the dignity and worth of the individual and appreciation of human diversity;
- display active involvement in the counseling profession.

Introduction

The Counseling Psychology Program was established in 1966 as part of the School of Education. It is accredited by the National Council for Accreditation of Teacher Education, the North Central Association, and is an approved program for school counselor licensure by the Wisconsin Department of Public Instruction.

Students admitted into the program work toward a Master of Science in Education in Counseling Psychology degree. All students begin the program by taking core courses in the curriculum. Students who gain clinical approval may take courses in the clinical tracks. The three clinical tracks are school counseling, mental health, and student services in higher education. The school track prepares students to be certified and eligible for a school counselor license (PK–12). The mental health track prepares students to work in human services settings. The student services in higher education track prepares students to work in roles within the college and university setting.

Courses are offered in late afternoons and evenings (4–7 and 7–10 p.m.) in the fall and spring semesters with occasional classes from 1–4 p.m. Day and evening courses may be offered during the summer semester. All courses necessary to achieve the competencies for the degree are offered during the academic year. The program can be completed on a part- or full-time basis. Students must complete their program within a seven year timeframe.

The Core, Research and Writing, and Clinical Track courses are as follows:

Core courses

- COUNSPSY 6250 Group Counseling
- COUNSPSY 6600 Measurement for Counselors and Educators
- COUNSPSY 6630 Introduction to Professional Counseling
- COUNSPSY 7020 Individual Counseling Techniques
- COUNSPSY 7070 Theories of Counseling and Psychotherapy
- COUNSPSY 7080 Career Counseling
- COUNSPSY 7190 Multicultural Counseling and Education
- COUNSPSY 7650 Research Procedures for Professional Counselors

Research and Writing courses

- COUNSPSY 7920 Seminar Paper Research
- COUNSPSY 7990 Thesis Research

Clinical Track courses

School Counseling:

- COUNSPSY 7230 Family and Couples Counseling
- COUNSPSY 7200 Diagnosis, Assessment and Treatment of Psychopathology
- COUNSPSY 7010 Counseling in the School
- COUNSPSY 7050 Practicum I: School Counseling
- COUNSPSY 7060 Practicum II: School Counseling

Mental Health:

- COUNSPSY 7170 Advanced Counseling Techniques
- COUNSPSY 7200 Diagnosis, Assessment and Treatment of Psychopathology
- COUNSPSY 7150 Mental Health Counseling
- COUNSPSY 7350 Practicum I in Clinical Mental Health Counseling
- COUNSPSY 7360 Practicum II Internship in Mental Health Counseling

Student Services:

- COUNSPSY 7240 Adult Developmental Psychology
- COUNSPSY 7140 Student Services in Higher Education
- COUNSPSY 7250 Practicum I: Student Services in Higher Education
- COUNSPSY 7260 Practicum II: Student Services in Higher Education

Prerequisites

Prospective students must meet the general admission requirements of the School of Graduate Studies and have completed at least 12 undergraduate credit hours in courses related to behavioral sciences. Students whose preparation is judged deficient in behavioral sciences will be required to make up such deficiencies prior to admission in the program.

Students who have received a master's degree from another counseling psychology program and wish to be certified in an additional track must sign a release to permit communication with faculty in that program and previous practicum on-site supervisors.

Prospective students who hold "emergency" licenses as school counselors at any time before being enrolled in the clinical courses may not be admitted. The University of Wisconsin-Platteville Counseling Psychology faculty does not endorse emergency certification of counselors; however, students who hold such certifications will be evaluated on an individual basis.

Prospective students must have at least a 2.75 undergraduate grade point average with a minimum of 12 credits in the area of behavioral sciences. Individuals must possess personal characteristics that will foster trust with clientele, which requires strong communication skills. Persons must also have prior experience in education, human services settings, or other appropriate background in working with others.

Admission to the Program

During the first year, all students complete a series of academic core courses. The second year involves clinical study, including track courses, practica, and electives.

A minimum of 48 credits of required for a single track. School Counseling students are required to complete 51 credits. Students wanting certification in more than one specialty must add nine credits for each specialty, and may waive the seminar or thesis requirement. A nine credit load or less is recommended for fall and spring semesters. A six or less credit load is recommended for the summer semester. A student wishing to take an overload will have to acquire special permission from the Counseling Psychology department. Within these limits, a student can complete the 48 credit program in a minimum of five course semesters plus one summer.

Each clinical track consists of a Practicum I, Practicum II, and a didactic course. The didactic course is designed to introduce students to the role and responsibilities of a professional counselor in a school or mental health setting. Practicum I is designed to provide breadth so that the student may experience a variety of programs, counselor models, sites, and basic supervised interventions. During Practicum II, the student becomes actively involved in all aspects of counseling interventions at a single site.

Admission to Candidacy

The Graduate Council requires that each student seek admission to candidacy after nine credits and before the end of the following semester. Candidacy is the departmental approval that allows a student to pursue a master's degree. The application for admission to candidacy can be obtained from the Counseling Psychology program office.

To apply for admission to candidacy, the student must:

1. Provide recommendations from three professionals outside the department (i.e., previous employers, co-workers, etc.) who can address the prospective student's potential as a counselor. These reference forms are also available at the Counseling Psychology Office.
2. Submit an advisor approved Program Plan to the office program assistant for your file.
3. Verify that all deficiencies have been removed.

Approval for Clinical Tracks

A student must have Counseling Psychology program faculty approval to enroll in any Clinical Track coursework (Practicum I, Practicum II, etc.). The faculty will consider the student's demonstrated counseling skills, communication skills, appropriate personality characteristics, behavioral characteristics, and ability to establish counseling relationships and professionalism in making their decision.

The student must first check with the department program assistant to ensure that he/she has been admitted to candidacy. He/she can then request to have his/her advisor bring him/her up for consideration for clinical work at a faculty meeting. After the meeting, the student can check with the department program assistant to ensure that he/she has been approved for the clinical portion of the program.

The student may then pick up a Practicum I and/or a Practicum II approval card prior to registering. These cards are available from the department program assistant once the student has been approved. This card needs to be signed by the instructor and one other faculty member in order to be processed.

Electives

Elective courses must be in the behavioral sciences. They will vary according to the track chosen and the interests of a particular student. Electives must be selected with the approval of a student's advisor and in the case of transfer credits, the Counseling Psychology program faculty. Behavioral science topics may include such areas as philosophy, professional education, sociology, psychology, and criminal justice.

Other Requirements

Each student will produce papers indicating familiarity with the process of reviewing research literature and designing studies. The American Psychological Association Publication Manual standards are applied to course papers, seminar papers, and theses unless otherwise indicated. The writing requirement may be satisfied by doing one of the following:

- Write a seminar paper for 2 credits.
- Write a thesis for 3 or 4 credits.
- Complete 6 additional approved course credits.

If the student selects the seminar paper option or the completion of six additional approved course credits option, he or she must take the master's comprehensive examination in the last semester of study. If the student selects the thesis option, he or she must orally defend the thesis. Students should explore the implications of each option with their advisor. Students are required to submit an approved research paper proposal before enrolling for either COUNSPSY 7920, Seminar Paper Research or COUNSPSY 7990, Thesis Research.

Licensure as a School Counselor

Students who wish to be certified by the Wisconsin Department of Public Instruction should work closely with their advisor to ensure meeting Wisconsin standards. The School Counseling track coordinator will assist all eligible students in the license application process at the appropriate time.

Master of Science in Education

www.uwplatt.edu/education

College of Liberal Arts and Education –
School of Education

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Assistant Professors: Lindsay Hollingsworth,
Matt Rogatzki, Scott Soja

Writing Proficiency

All degree candidates seeking a degree must demonstrate research and writing proficiency. This is achieved by approved graduate coursework that includes required Research methods course and a thesis, seminar paper, or educational project.

Coursework

All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.

Courses required of all Master's Level students (9 credits)

- TEACHING 7000 Research Procedures
- TEACHING 7190 Educational Leadership and Mentoring
- TEACHING 7990 Thesis Research OR TEACHING 7830 Seminar Paper or Educational Project

Master of Science in Education (Teaching)

Introduction

The Master of Science in Education degree program builds on the School of Education conceptual framework, "Best Practices Make the Difference." The master's program helps teachers continue development in the areas of planning, school environment, instruction, and professionalism. This program also provides development for other helping professions.

Student Learning Outcomes

Graduates will:

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their professions.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as a resource to, and collaborate with others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

Required Core courses in the Master's in Education – Teaching

- TEACHING 7000 Research Procedures
- TEACHING 7990 Thesis Research OR TEACHING 7830 Seminar Paper or Educational Project
- TEACHING 7190 Educational Leadership and Mentoring

Area of Knowledge

The program will also include a minimum of nine credits from a "Selected Area of Knowledge," the candidate's content area or field of specialization. Please check with your advisor before taking courses in your specialty area. Courses must be a part of your approved planning form.

Program Plan – Reading

Licensure in Reading: Students desiring a reading teacher or reading specialist license must include the courses specified below:

Reading Teacher (316 license)

A regular PK-12 Reading Teacher license shall be issued to an applicant who has completed an approved program, received the institutional endorsement for the reading teacher license, and provided proof of:

- Eligibility to hold a Wisconsin license to teach reading, and
- Two years of successful regular classroom teaching

The University of Wisconsin-Platteville approved program requires a minimum of 18 semester credits of graduate work in the following courses:

- TEACHING 7210 Foundational Literacy PreK-12 (Reading Elem/Middle)
- TEACHING 7220 Remedial Reading
- TEACHING 7230 Remedial Reading Practicum
- TEACHING 7240 Juvenile Literature

- TEACHING 7270 Reading in the Middle/Secondary School
- TEACHING 7880 Graduate Practicum in Teaching

Practicum experiences in teaching reading at both the elementary / middle and middle / secondary are required. These experiences are obtained through TEACHING 7230 (Remedial Reading Practicum) and TEACHING 7880 (Graduate Practicum in Teaching).

Reading Specialist (17 license)

A regular PK-12 reading specialist license shall be issued to an applicant who has completed an approved program, received the institutional endorsement for the Reading Specialist license, and provided proof of:

- Eligibility to hold a Wisconsin license to teach reading;
- Two years of successful regular classroom teaching; and
- A master's degree with a major emphasis in reading or a 30-credit (at least) program equivalent to the Master of Science in Education degree.

Required graduate courses (in addition to those required for the reading teacher license) include:

- COUNSPSY 6600 Measurement for Counselors and Educators
- TEACHING 6830 Strategies for Effective Inclusion
- TEACHING 7000 Research Procedures
- TEACHING 7250 Content Area Reading
- TEACHING 7620 Special Education: Legal and Theoretical Foundations
- TEACHING 7880 Graduate Practicum in Teaching

Program Plan – Educational Administration (51 license)

Prior to enrolling, candidates for the Educational Administration endorsement must provide proof of eligibility to hold a Wisconsin teaching license and at least three years of successful classroom teaching. The Licensure program in Educational Administration consists of twenty-four graduate credits offered on Saturdays and during the summers over a two-year period. It is based on a cohort model of twenty-five students enrolling in a common sequence of six modules plus practica. Participants who wish to obtain a Master of Science in Education degree may do so by completing an additional twelve credits of approved courses before, during, or after the Educational Administration Certification program.

The required courses in the Educational Administration Certification program are:

- TEACHING 7340 Educational Administration Introduction Seminar
- TEACHING 7350 Educational Administration Relationships

- TEACHING 7360 Educational Administration Student Learning
- TEACHING 7370 Educational Administration Systems I
- TEACHING 7380 Educational Administration Legal Aspects (Regular and Special Education)
- TEACHING 7390 Educational Administration Systems II
- TEACHING 7400 Educational Administration Practicum 1
- TEACHING 7410 Educational Administration Practicum 2

Program Plan – Special Education Cross-Categorical Certification Program (801 license)

Prior to enrolling, candidates for the Cross-Categorical Special Education endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The Special Education Cross-Categorical Teacher Licensure Program provides to licensed teachers advanced study that leads to Cross-Categorical Teaching License #801. A Licensure Portfolio is submitted at the end of the Practicum. The Cross-Categorical endorsement matches the grade levels of the regular teaching license.

Courses in the Special Education Cross-Categorical Teacher Licensure Program (18 credits):

- COUNSPSY 6600 Measurement for Counselors and Educators
- TEACHING 6030 Management for Children with Disabilities(CWD)
- TEACHING 6830 Strategies for Effective Inclusion
- TEACHING 7620 Special Education: Legal and Theoretical Foundations
- TEACHING 7220 Remedial Reading
- TEACHING 7960 Cross-Categorical Special Education Practicum

Program Plan – English Language Learner Teacher Licensure Program (395 license)

Prior to enrolling, candidates for the English Language Learner or Bilingual endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The English Language Learner Teacher Licensure Program provides advanced study to licensed teachers that then leads to ESL Teaching License #395. Students complete required coursework and submit a Licensure Portfolio upon completion of the program. The ESL endorsement matches the grade levels of the regular teaching license.

Courses in the ELL Teacher Licensure Program:

- TEACHING 7000 Research Procedures
- TEACHING 7650 Issues in ELL Education
- TEACHING 7660 Methods and Assessment of Teaching English Language Learners

- TEACHING 7670 Second Language Acquisition in K-12 Classrooms
- TEACHING 7690 Linguistics for Teachers of English Language Learners
- TEACHING 7710 Bilingual and Bicultural Education (optional)
- TEACHING 7880 Graduate Practicum in Teaching

Program Plan – M.S.E. Teaching: Adult Emphasis

On-campus Master of Science in Education with an Adult Education Emphasis Writing Proficiency

All degree candidates must demonstrate research and writing proficiency. Teaching-Adult Education emphasis students must complete 30 credits of approved graduate coursework including a mandatory Research Procedures course, plus a thesis (3–6 credits) or seminar paper/project (2–3 credits).

Goal Statement

The goal of the Master of Science in Education is the development of an individual program plan based on professional development goals prepared by the student in consultation with the advisor. The advisor and the student prepare a tentative program of study specifying courses to be taken. This program of study is then submitted to the Director of the School of Education and to the Graduate Director.

Coursework

All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.

Off-campus Master of Science in Education with an Adult Education Emphasis

The Master of Science in Education degree program with an Adult Education emphasis provides advanced study to develop and enhance skills in designing, delivering, and assessing educational programs for adult learners.

The Human Services Concentration focuses on the behavioral sciences through selected courses in psychology, counseling psychology, criminal justice, communication, business administration, and related disciplines. The HS Concentration classes are offered by the School of Education, face-to-face or via interactive video distance learning technology, to selected receiving sites including Madison, Racine, Janesville, Milwaukee, and Platteville. Many of the students currently enrolled in the program are human services professionals in AODA counseling, adult basic education, corrections, public health, and private, public, and state human service agencies.

The Vocational/Technical Concentration serves students who wish to become certified in the Wisconsin Technical College System.

Course Scheduling

The School of Education offers classes on Friday nights and Saturdays throughout the year. Typically, two 3-credit classes are scheduled for fall and spring semesters and for the summer session at each location. Generally, classes meet on four weekends (Fridays from 6–9:30 p.m. and Saturdays from 9 a.m.–4:30 p.m.), thus allowing students to take six credits in the fall, spring, and summer terms. In addition, once they have successfully completed a minimum of 12 graduate credits, students are required to take one credit of Graduate Practicum. The core coursework of this program is similar to the on-campus version.

Typical course offerings include the following courses:

- TEACHING 7050 Public Relations in School and Community
- TEACHING 7540 Program Planning for Adults
- TEACHING 7550 The Adult Learner
- TEACHING 7000 Research Procedures
- TEACHING 7990 Thesis Research OR TEACHING 7830 Seminar Paper or Educational Project

Possible electives:

- COUNSPSY 6600 Measurement for Counselors and Educators
- COUNSPSY 6250 Group Counseling
- COUNSPSY 6630 Introduction to Professional Counseling
- CRIMLJUS 6630 Current Topics in Criminal Justice: Interviewing
- CRIMLJUS 6830 Psychopharmacology for AODA Counselors
- PSYCHLGY 7010 Assessment and Diagnosis of Psychopathology
- TEACHING 7130 Improving Instructional Effectiveness
- TEACHING 7190 Educational Leadership and Mentoring
- TEACHING 7630 Instructional Content and Practice

State of Wisconsin Psychotherapy Provider Certification Requirements

All of the courses in the program (not including Seminar Paper/Educational Project) have been approved to meet the 28 credits of mental health theory required for the State of Wisconsin Psychotherapy Provider Certification. The program has been approved by the Wisconsin Certification Board as an accredited program in Alcohol and Other Drug Addiction (AODA) Counseling. In addition to the credit courses, human services professionals need to independently arrange for a supervised clinical practice experi-

ence and must pass state examinations.

For more information, call the School of Education toll free at 1.800.208.7041.

Program Plan - M.S.E. Teaching: English Education (China)

The Master of Science in Education program with an emphasis in English Education provides graduate students in China with the knowledge, skills, and abilities to teach English as a second language effectively and at a level that is developmentally appropriate to their students.

Student Learning Outcomes

Graduates will:

1. Exhibit competence in oral and written English at a level appropriate to non-native speakers;
2. Apply the scholarship of teaching and learning in a culturally diverse “English as a Second or Other Language” classroom environment;
3. Analyze their own cultural predispositions in order to achieve competency in intercultural communication;
4. Demonstrate the ability to comprehend, analyze, and apply current research in ESL and TESOL/ TESL;
5. Synthesize comparative methodologies by investigating and discussing various theories of second-language acquisition;
6. Demonstrate an understanding of the similarities and differences in the Chinese and U.S. approaches to language-teaching pedagogy.

Introduction

The M.S.E. program with an English Education emphasis is offered through a partnership between UW-Platteville and South Central University for Nationalities in Wuhan, China. At present, it is available only to students in China. The degree program is offered within the School of Education, and courses are taught by faculty from the School of Education as well as by faculty in English and Foreign Languages from the Department of Humanities. The program consists of a sequence of ten 3-credit courses offered over a period of two years. Students are admitted to a cohort consisting of a maximum of 38 students, and undertake coursework together.

Faculty from UW-Platteville travel to China to teach the on-site portion of each course. The syllabus, readings, assignments, and other course requirements are normally posted electronically prior to the on-site teaching. Assignments, papers, and projects that are not completed during the on-site portion of courses are typically submitted after the faculty member has returned to UW-Platteville.

Students in the program who have completed their coursework through the third semester and who are in good academic standing (having achieved cumulative GPAs of

3.00 or higher) are invited to come to UW-Platteville to study on campus during their final semester. The focus of the study during the final semester is on researching, writing, and submitting their Seminar Research Paper. Students are assigned a faculty advisor, who will work with them in developing and submitting their Seminar Research Paper. The Seminar Paper represents the culmination of the student’s studies in the program. It is expected to demonstrate an integration of one’s understanding of prior coursework with the student’s ability to survey in a significant manner an issue or topic relevant to teaching English as a second language.

Students who are unable to come to UW-Platteville during their final semester will also be assigned a faculty advisor, who will work with them in developing and submitting their Seminar Research Paper.

The required courses in the MSE program with emphasis in English Education are:

- ENGLISH 7250 Literature for TESOL Teachers
- ENGLISH 5000 Technical Writing
- ENGLISH 5260 Language and Culture
- TEACHING 7150 Oral Language, Emergent Literacy, and Theories of Second Language Acquisition
- ENGLISH 5940 Grammar in Context
- TEACHING 7130 Improving Instructional Effectiveness
- ENGLISH 7670 Methods of Teaching English as a Second Language
- ENGLISH 7260 Sociolinguistics and Language Teaching
- TEACHING 7000 Research Procedures
- TEACHING 7830 Seminar Paper or Educational Project

Course Descriptions

Course Codes

Agricultural.....	AGRIC
Art.....	ART
Biology.....	BIOLOGY
Business Administration.....	BUSADMIN
Chemistry.....	CHEMISTRY
Computer Science.....	COMPUTER
Counseling Psychology.....	COUNSPSY
Criminal Justice.....	CRIMLJUS
Economics.....	ECONOMIC
English.....	ENGLISH
Ethnic Studies.....	ETHNSTDY
French.....	FRENCH
Geography.....	GEOGRPHY
Geology.....	GEOLOGY
German.....	GERMAN
Health and Human Performance.....	HHP
History.....	HISTORY
Industrial Studies.....	INDUSTDY
Mathematics.....	MATH
Media Studies.....	MEDIA
Applied Music.....	MUAP
Music.....	MUSIC
Philosophy.....	PHLSPHY
Physical Science.....	PHSC
Physics.....	PHYSICS
Political Science.....	POLISCI
Psychology.....	PSYCHLGY
Sociology.....	SOCIOLGY
Spanish.....	SPANISH
Speech.....	SPEECH
Teaching.....	TEACHING
Theatre.....	THEATRE
UW-Platteville Study.....	UWPSTUDY
Women's and Gender Studies.....	WOMGENDR

Key:

P: Pre-requisite

C: Co-requisite

Agricultural Courses

AGRIC 7920

1–2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

AGRIC 7980

1–4 credits

Independent Study in Agriculture

The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the director of the School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration an approved independent study proposal form. This form must be signed by the instructor conducting the independent study, the department chairperson, the director of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies office online at www.uwplatt.edu/graduate-studies/special-class-activity. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville.

AGRIC 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Art Course

ART 7980

1–4 credits

Independent Study in Art

Graduate level course study in art. Coursework is to be completed by independent study methods. The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the director of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for Independent Study in Art must submit at or before registration a detailed description of the coursework signed by the instructor conducting the independent study subject to be covered. Independent Study in Art may not be used for collecting information for the seminar paper.

Biology Courses

BIOLOGY 6920

1–3 credits

Special Problems in Biology

Individual specialized study.

P: approval of faculty advisor and department chairperson before registration. Up to two credits can be counted toward a biology major.

BIOLOGY 7920

1–2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

BIOLOGY 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Business Administration Courses

BUSADMIN 5030 3 credits

Human Resource Management

An introduction to topics such as human resource planning, equal employment opportunity, selection, training and development, performance appraisal, compensation, safety and health, and employee and labor relations. The impact of laws and of societal and business trends on human resource functions is also presented. Each manager's role in dealing with human resources is emphasized.

BUSADMIN 5100 3 credits

Compensation Management

An exploration of the discipline of compensation management. The processes of job analysis and job evaluation are discussed as methods to determine internal pay equity. Market wage surveys are presented as a means to ensure external equity. Wage scale development and various employee benefit options are discussed. Other topics include wage and benefit-related laws, performance appraisal, and motivation theories.

P: BUSADMIN 5030 or consent of instructor.

BUSADMIN 5130 3 credits

Legal Environment of Business

This is a study of the legal and ethical environment of business and its effects on business decisions. The course includes the substantive areas of contract law, tort, criminal law, government regulation, employment law, consumer protection, antitrust, environmental law, and securities law. We will also examine the ethical implications of legal disputes in business.

BUSADMIN 5340 3 credits

Management, Gender and Race

(Offered under BUSADMIN 5340 and WOMGENDR 5340)

This course reviews the changing nature of management and explains why gender and race/ethnicity have become important considerations in business. It examines the status of women and people of color in managerial or administrative positions and discusses socialization processes, stereotypes, equal employment opportunity laws, illegal harassment, and power in organizations. Networking, mentoring, work/life balance, and career planning also are addressed.

BUSADMIN 5500 3 credits

Employee Training and Development

Employee Training and Development is an upper-division course that examines the principles and practices of these two critical processes in a variety of organizational settings. The course presents a comprehensive overview of training and development topics. Throughout the course students acquire and then demonstrate a knowledge base in each of these areas. At the end of the course, students are prepared to conduct efficient and effective training and development programs within the Human Resources department of an organization.

BUSADMIN 5530 3 credits

Organizational Behavior

Organization, in and of themselves, do not behave, the people within them do. This course will give students a comprehensive view of organizational theory and behavior by studying individual and group behaviors and how these interrelate with the organization's structure, systems, and goals.

BUSADMIN 5540 3 credits

Quality Management

Provides an understanding of the tools, language, and techniques used in the field of quality management. The history of the quality movement, major tenets of the field, theorists and their philosophies, and the use of basic tools of quality management will all be covered in this course. The course focus will be project-based in a team environment.

BUSADMIN 5620 3 credits

Corporate Finance

An introduction to the finance function and financial management of the firm, including techniques of financial analysis, working capital management, capital budgeting, the acquisition and management of corporate capital, and dividend policy. Analysis of how the financial manager influences the decision-making process within the firm.

P: One year undergraduate accounting or graduate equivalent or consent of instructor or department chair.

BUSADMIN 5650 3 credits

International Finance

This course is a comprehensive study of the role of international finance in business. Topics will include the foreign exchange market, determination of interest rates, international banking, international capital markets, international investments, and international corporate finance.

P: BUSADMIN 3620 (5620) or equivalent, or permission of the department chair.

BUSADMIN 5720 3 credits

International Marketing

A conceptual focus on the breadth of the international marketing management area (i.e., problems, strategies and techniques), plus a survey background in such environmental factors as legal, cultural, economic, financial, and regional characteristics. The purpose is to prepare students and practicing business managers for successful operations in the world marketing environment of developing, industrial, and/or technological nations.

P: A marketing course or consent of instructor.

BUSADMIN 5740 3 credits

Consumer Behavior

Consumer behavior reaches for a better understanding of the consumer buying process. It begins with an examination of basic, standard steps that consumers take while making a purchasing decision and moves into consumer motives based on various consumer cohorts. The marketing student after having studied consumer behavior will have a stronger appreciation for the basis of consumer needs and will be better prepared to serve them.

P: Introductory marketing course or consent of instructor or department chair.

BUSADMIN 6100 3 credits

Supply Chain Management

This course focuses on the principles and concepts of Supply Chain Management, as well as a review of the role of Supply Chain Management functions within an organization. Analytical and evaluative skills are developed through critical examination of theories, models, tools and techniques employed. Topics covered include Strategic Sourcing, Forecasting and Collaborative Planning, Inventory Management, Customer Relationship Management, and Service Response Logistics.

P: ECON 2410 or MATH 1830 or MATH 4030 or consent of instructor.

BUSADMIN 6160 3 credits

Purchasing Management

This course focuses on the managerial, administrative, strategic and tactical aspects of the purchasing function. Emphasis will be placed on the pertinent issues in purchasing management for both goods and services business sectors. The course will explore the managerial perspective of the core tasks and challenges required to effectively manage the purchasing function within the context of an integrated supply chain.

P: BSAD 4100 or consent of instructor.

BUSADMIN 6200 3 credits

Employee Recruitment and Selection

This course provides students with an understanding of these two critical processes in a variety of organizational settings. Throughout the course, students acquire and then demonstrate a knowledge base in each of these areas by completing various projects. At the end of the course, students are prepared to conduct efficient and effective recruiting and selection programs within the human resources department of organizations.

P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6330 3 credits

Labor-Management Relations

Gives an overview of the process of labor relations, in which management deals with employees who are represented by a union. The history of major labor unions and primary labor laws and court cases are covered, along with the general structure and operational aspects of today's labor organizations. Union certification, collective bargaining, and dispute resolution are discussed in detail. Students also participate in a mock labor contract negotiation project and analyze sample grievances.

P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6630 3 credits

Marketing Management

The determination of market policy; marketing administration and application of principles pertaining to management of marketing resources.

P: Two marketing courses or consent of the instructor or department chair.

BUSADMIN 6940 1–4 credits

Special Problems

Supervised readings in specialized areas.

P: Approval of the department chairperson. Appropriate forms must be filled out by students with approval of the instructor and the department chairperson.

BUSADMIN 6950 1–4 credits

Special Topics

Specific contemporary or other business-related issues will be explored in depth. Topics vary.

Chemistry Courses

CHEMISTRY 5900 1–4 credits

Directed Studies

Supervised individual study of a topic selected by the student and approved by the staff. A student may register for one to four credits in a given semester and may accumulate a total of four credits.

CHEMSTRY 6000 1–4 credits
Research
Training in research methods, use of scientific literature and evaluation of data; results presented in a written report. A student may register for one to three credits in a given semester and may accumulate a total of four credits.

CHEMSTRY 6820 2 credits
Advanced Topics in Physical Chemistry
Topics selected from thermodynamics, chemical kinetics, nuclear chemistry, atomic and molecular structure, statistical mechanics, and radiation chemistry.

CHEMSTRY 6830 3 credits
Biochemistry Topics
An in-depth study of metabolism and regulation and enzyme mechanisms as well as cell communication, transport mechanisms, and immunology, gene expression, and regulation.
P: A grade of “C” or better in CHEMSTRY 4630.

Computer Science Courses

COMPUTER 5030 3 credits
Artificial Intelligence
A study of knowledge representation, search techniques, expert systems, predicate calculus, and natural languages. Discussion of the successes and limitations of past and current AI programs. Programming assignments in LISP and Prolog illustrate formal topics.
P: COMPUTER 2630 and MATH 2730.

COMPUTER 5430 3 credits
Object-Oriented Analysis and Design
Requirements engineering, analysis, and specification using the object-oriented paradigm. Object-oriented architectural and detailed design. Use of an OOA&D modeling language such as UML. Investigation of OOA&D patterns. Moderate size, group project.
P: SOFTWARE 2730 and COMPUTER 2430. Fall

COMPUTER 5520 3 credits
Programming Language Structures
A study of programming language topics which include data objects, data types, storage management, syntax, BNF descriptions, semantics, lexical analysis and parsing. Examples taken from traditional languages as well as more modern languages.
P: COMPUTER 2630, Object-oriented Programming and Data Structures II.

COMPUTER 5730 3 credits
Software Quality
Study of topics related to producing quality software, including software quality assurance, quality metrics, configuration management, verification and validation, reviews, inspections, audits, and software process improvement models. Individual and team projects.
P: COMPUTER 2630 and SOFTWARE 2730.

COMPUTER 5860 3 credits
Software Maintenance and Reengineering
Study of the topics related to maintaining large-scale software systems. Study of software engineering topics such as estimation, software quality assurance, metrics, configuration management, verification and validation, inspections, and personal and team software process as they relate to software maintenance projects. Coverage of traditional analysis and design methods such as structured analysis and design. Two, semester-long, team-based projects: re-engineering a small system to be object-oriented and making changes to a moderate-sized existing software project.
P: SOFTWARE 3430/COMPUTER 5430 Object-Oriented Analysis and Design, COMPUTER 2630 Object-Oriented Programming and Data Structures II.

COMPUTER 5870 3 credits
Web Protocols, Technologies and Applications
This course will introduce the students to protocols and technologies in Web Applications and Web Services. The Client/Server concept and some advanced database concepts will also be covered. The emphasis of the course will be using tools such as ASP.NET for rapid development of web applications and web services.
P: COMPUTER 3340; **C:** COMPUTER 3630.

COMPUTER 5920 3 credits
Computer Graphics
An introduction to computer graphics including raster hardware, standard graphics software packages and important algorithms such as window-to-viewport mapping; clipping of lines, characters and polygons; 2D and 3D transformations and hidden line/surface removal.
P: COMPUTER 2630 and MATH 3230.

COMPUTER 6130 3 credits
Real-time Embedded Systems Programming
An exploration of programming techniques and constructs used to develop reliable software systems capable of responding in real time to environmental changes. An overview of the platforms, tools, and processes used in developing software for embedded systems. Hands-on lab projects experimenting with real-time embedded systems programming details.
P: COMPUTER 2630 and SOFTWARE 3430 and (ELECTENG 3780 or COMPUTER 3230).

COMPUTER 6830 1–3 credits
Special Topics in Computer Science
The subject matter and instructor for each instance of this class will be listed in the class schedule. Students should check with the instructor for details.

COMPUTER 7120 2 credits
Software Project I
Participation in a semester-long software development group project at the student’s home university. Software engineering techniques and principles to the development of the project.
P: COMPUTER 2630 and SOFTWARE 2730

COMPUTER 7220 2 credits
Software Project II
Participation in a semester-long software development group project. This course is only open to JIM-CS students in their "abroad" semester. Application of software engineering techniques and principles to the development of the project.
P: COMPUTER 2630 and SOFTWARE 2730

COMPUTER 7460 3 credits
Computer Security
Introduction to the concepts, theory, and application of computer security. Topics include cryptography, digital signatures, authentication and identification schemes, viruses, worms, firewalls, and electronic commerce.
P: COMPUTER 3830

COMPUTER 7630 3 credits
Compiler Construction
Study of the theory and design techniques used in compiler construction, including lexical analysis, parsing, grammars, semantic analysis, code generation, and optimization.
P: COMPUTER 3520

COMPUTER 7830 1–3 credits
Special Topics in Computer Science
Specific contemporary issues or other issues related to computer science will be explored in depth. Topics vary.
P: Consent of instructor

COMPUTER 7920 1–3 credits
Seminar Paper Research
The student will be required to carry out a project and write a technical paper in computer science. The student must demonstrate the ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner.
P: Completion of at least 15 credits of computer science graduate courses.

COMPUTER 7980 1–4 credits
Independent Study in Computer Science
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the director of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

COMPUTER 7990 3–6 credits
Thesis Research
The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Counseling Psychology Courses

COUNSPSY 6250 3 credits
Group Counseling
This course presents the theory and applied models of structured and developmental group counseling. The emphasis is placed on facilitating a gradual increase in problem-solving skills leading to wellness.

COUNSPSY 6600 3 credits
Measurement for Counselors and Educators
This course is designed to study assessment instruments and procedures in areas of interest including; aptitude, achievement, intelligence, personality, career, and clinical diagnostics. There is also discussion focusing on the psychometric properties of assessment with relevant descriptive statistics taught.

COUNSPSY 6630 3 credits
Introduction to Professional Counseling
This course is an exploration of the historical, psychological, sociological, and philosophical foundations of the helping professions. Students explore basic theories, concepts, research, and skills associated with school and mental health counseling, as well as various roles and responsibilities assumed by the professional counselor. Emphasis is on important legal, professional, and ethical issues.

COUNSPSY 7010	3 credits	COUNSPSY 7080	3 credits
Counseling in the School		Career Counseling	
Clinical requirement for Practica in School Counseling. Study of the essential elements in a school counseling program including the early identification of problems, individual and group counseling, classroom activities, preparation for education and work, consultation with parents, use of community and community counseling resources, and research concerning children and adolescent issues. Students will also demonstrate knowledge of ethical and legal issues involved when counseling children and adolescents.		This core course is designed to prepare students for counseling in the area of career and life planning. Focus will be on increasing students' knowledge of career development theories, career assessment instruments, career resources, and job search strategies. Career and life planning will be conceptualized from a holistic perspective; thus theories and skills will be integrated into personal counseling process and placed in social, familial, cultural, and developmental contexts.	
COUNSPSY 7020	3 credits	COUNSPSY 7110	1–3 credits
Individual Counseling Techniques		Topical Seminar in Counseling	
Focuses on the fundamental conversational skills used by counselors. Coursework is dominated by practice in the use of techniques that optimize listening and responding to client concerns. Students prepare audio-taped interviews with typescripts for review and critique.		Emphasis is on in-depth study of current issues, ideas, and/or topics of interest to the professional counselor. Students read, study, write, and discuss various aspects of the topic to be covered. The name of the topic is appended to the course designation in the timetable.	
COUNSPSY 7050	3 credits	COUNSPSY 7130	3 credits
Practicum I: School Counseling		At Risk Youth	
The purpose of this class is to become familiar with the school counselor role. Throughout the semester students will observe a variety of counselor styles and settings and have the opportunity to learn more about their future profession. Practicum I is designed for students to observe counseling related activities that are new to them. Self-reflection and discussion will be encouraged.		At risk youth present many challenges to society, families, and the educational system. Further, the issues that put youth at risk interfere with their ability to be successful in many areas of their lives. Consequently, in many cases, they find themselves "in trouble" with the law. This course is intended to assist the educator, counselor, and/or police officer in understanding the factors that put a child at risk, as well as presenting a model of intervention and remediation to decrease and/or eliminate the risk. Practical strategies will be discussed.	
COUNSPSY 7060	3–12 credits	COUNSPSY 7140	3 credits
Practicum II School Counseling		Student Services in Higher Education	
Practicum II is an applied experience during which the Practicum Student works as a professional counselor in training in cooperation with a school district's counseling personnel. The practicum is the culmination of the counselor education student's preparation. The emphasis of practicum is on counseling skills, generalizability to work with actual students, and the development of insight. The practicum II experience requires 525 hours of counseling tasks across all levels. The minimum number of hours at any one level is 100 hours.		Clinical requirement for Practica in Student Services in Higher Education. This course is an orientation to college student personnel. Students will become familiar with the higher education system and the counseling needs within it. Focus for this course will be practical application and discussion of topics relevant to the college student personnel counselor.	
COUNSPSY 7070	3 credits	COUNSPSY 7150	3 credits
Theories of Counseling and Psychotherapy		Mental Health Counseling	
An introductory course designed to examine the philosophical bases, processes, and issues surrounding predominant counseling theories and techniques.		An orientation to the counseling professions especially with an emphasis on mental health counseling: organizations, administration, accountability systems, types of services, and training requirements will be studied. The mental health counseling track prepares license eligible graduates in professional counseling, and the department is an Approved Program by the Licensed Professional Counselor Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board of the State of Wisconsin.	

P: core courses in the program.

COUNSPSY 7170 3 credits

Advanced Counseling Techniques

This graduate-level course is designed to advance the psychotherapy skills of counselors-in-training. Specifically, intervention techniques will be introduced, observed, and practiced beyond core relationship skills. The course is experiential in nature, although strong components of theories of psychotherapy and research evidence are imbedded within the structure and process of the course. Graduate students in this course will read about, discuss, observe, practice, and provide feedback about the implementation of techniques.

COUNSPSY 7190 3 credits

Multicultural Counseling and Education

This graduate course is intended to help students further their Multicultural Counseling Competencies as defined by the American Counseling Association in the context of clinically working with clients as well as with students in a variety of settings. The first half of the semester focuses on the influence given to counselors and educators, the development of racial/ethnic identity of all people, microaggressions, and the implementation of culturally appropriate counseling/educating practices. The second half of the semester focuses on different racial/ethnic groups as well as on women's psychological development, LGBTQ issues, and working with the elderly.

COUNSPSY 7200 3 credits

Diagnosis, Assessment and Treatment of Psychopathology

A practitioner-oriented seminar course designed to teach students the efficient use of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) in assessing and diagnosis of the more prevalent psychological and substance abuse disorders. The format consists of experiential exercises, case conceptualizations, class and group discussions, library research, and lecture.

COUNSPSY 7230 3 credits

Family and Couples Counseling

This graduate-level course is designed to help students gain knowledge of the concepts relative to family and couples counseling. Additionally, students will begin to develop counseling techniques necessary to work with families and couples. Therefore, theory and research, as well as practice are emphasized.

COUNSPSY 7240 3 credits

Adult Developmental Psychology

This course is designed to understand the foundations and principles of human development throughout the lifespan including biological, cognitive, social, emotional, and identity development. Students will be able to identify people in the major states of the different developmental models. They will also incorporate a small sample of the literature in one developmental area into a coherent, thoughtful review.

COUNSPSY 7250 3 credits

Practicum I: Student Services in Higher Education

This graduate-level practicum is designed for students to gain exposure to a variety of professional student services settings. A minimum of 25 'on-site' hours per enrolled credit hour must be earned by the end of the semester. Students are encouraged to seek exposure to a variety of institutional settings (at a minimum of three). A variety of activities may be included: one-on-one work, group work, classroom presentations, administrative duties, etc., etc... Note: you must be admitted to candidacy and clinical before enrolling in any practicum course.

P: Practicum I applicants must have passed candidacy and clinical, and completed all program core requirements.

COUNSPSY 7260 3-6 credits

Practicum II: Student Services in Higher Education

This graduate-level course is designed to help students develop professional knowledge and skills in a higher education context. It will provide a forum for helping students understand developmentally-based student services and how to administer them. This course is experiential in nature, focusing on skills that are components of student services programming. It is designed to provide students with both practice and feedback. **P:** The practicum applicant must have 1) been admitted to candidacy, 2) completed all required courses, 3) obtained departmental approval for clinical and 4) successfully completed Practicum I.

COUNSPSY 7270 3 credits

Play Therapy for Counselors

This course is designed to understand the development of children. Students will learn the process of working with children, including specific techniques, assessments and developmental theory. Discussion focuses on child-client needs within different counseling environments. Practice of techniques with children will also be included in this course.

COUNSPSY 7280 3 credits

History, Philosophy and Organization in Higher Education

This graduate course will examine the history, philosophy and organization of higher education in America with emphases on how each of these three areas has influenced each other and how higher education today is a reflection of those influences.

COUNSPSY 7290 3 credits

AODA and Psychopharmacology

The course provides advanced levels of substance abuse counseling foci with emphasis on a strength-based perspective, including history and concepts of substance use and addiction, dependence, case formulation and assessment, developmental factors, diagnosis, biological interventions, treatment planning, and the complex interaction of culture and providing treatment for substance abuse.

COUNSPSY 7350 3 credits

Practicum I in Clinical Mental Health Counseling

The course aims to address observational and learning needs of counselors-in-training, promoting students' professional identity and preparation for counseling as a career. Practicum I in Mental Health Counseling is designed for observation of counseling related activities that are new to the student. Practicum I is intended to occur in a variety of counseling settings. Students take the course for 3 credits and complete 150 hours of observation.

P: core courses in the program.

COUNSPSY 7360 3–6 credits

Practicum II Internship in Mental Health Counseling

This course provides advanced graduate students with substantial experiences providing clinical psychotherapy and counseling techniques, participation in group supervision, case conceptualization development and presentation, ethical decision making in mental health counseling and/or relate placements, and other important aspects of the field. The objective is met through emergent personal and professional counselor development, ethical and legal awareness and practice, use of clinical supervision.

P: core courses in the program.

COUNSPSY 7650 3 credits

Research Procedures for Professional Counselors

This course is designed to understand the foundations, principles, and purposes of research in counseling and education, including the philosophy of knowledge and the scientific method. This course will familiarize students with the formal processes of research and demonstrate the ability to critically evaluate scientific research. Major topics include hypothesis generation, research design, statistical testing, and methodological alternatives.

COUNSPSY 7920 2 credits

Seminar Paper Research

A graduate faculty member serves as the seminar paper advisor and must sign a seminar paper proposal that is submitted at registration for Seminar Paper Research.

COUNSPSY 7980 1–3 credits

Independent Study in Counseling Psychology

The total amount of credit allowed for independent studies may not exceed three credits except with the special permission of the Counseling Psychology Program and the graduate director. Approval must be secured before independent study courses are begun. Students who register for independent study must submit at or before registration, descriptions of the subjects to be covered. These descriptions must be signed by the instructor overseeing the independent study. Independent study may not be used for collecting information for seminar papers or theses.

COUNSPSY 7990 3–4 credits

Thesis Research

Three graduate faculty members serve on the student's thesis committee and must have signed a thesis proposal in order for the student to register for Thesis Research.

Criminal Justice Courses

CRIMLJUS 6030 3 credits

Criminal Law

A study of the principles, doctrines, and selected rules of criminal law; the sources of substantive criminal law and historical development of common law principles of criminal responsibility; constitutional constraints on the decision to define behavior as criminal.

CRIMLJUS 6330 3 credits

Criminal Procedure and Evidence

A study of case law defining constitutional constraints on police behavior in the areas of arrest, search and seizure, interrogation, identification and investigation; rules on the exclusion of illegally seized evidence.

CRIMLJUS 6630 1–3 credits

Current Topics in Criminal Justice

Current issues in criminal justice that may not warrant a permanent course. Course content will be announced each time the course is presented.

CRIMLJUS 6830 3 credits

Psychopharmacology for AODA Counselors

The effects of nutrients, additives, and psychoactive drugs on criminal behavior; the process by which behavior is affected by these substances. This course fulfills part of the knowledge base for AODA counselor certification.

CRIMLJUS 6930 3 credits

Criminal Justice Seminar

Discussion and evaluation of problems in the contemporary criminal justice system; individual research and presentation of findings.

CRIMJUS 7920 3 credits

Seminar Paper Research

Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student's educational experience and as a bridge to the student's future in the criminal justice field.

P: for online master's programs: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (All master's programs: contact advisor for prior approval and registration instructions.)

CRIMLJUS 7980 1–4 credits

Independent Study in Criminal Justice

Students registering for independent study must submit, at or before registration, a description and timetable for completion, signed by the instructor supervising the independent study. The project must be above and beyond the student's traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The final report must describe and summarize the project in detail; wherever feasible, graphics, figures, data, and equations are to be included. (Contact advisor for prior approval and registration instructions.)

CRIMLJUS 7990 3–6 credits

Thesis Research

Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student's area of emphasis, and must be approved by a thesis committee.

P: for online master's programs: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (All master's programs: contact advisor for prior approval and registration instructions.)

Economics Course

ECONOMIC 6940 1–4 credits

Special Problems

Supervised reading on selected economic problems.

English Courses

ENGLISH 5000 3 credits

Technical Writing

Technical description and explanation, job applications, business correspondence, and reports suited to one's major (e.g., a criminal or safety investigation, feasibility study, or grant proposal); oral presentations; technical editing. Emphasis on clarity, conciseness, precision, and effective communication with lay audiences and management.

P: ENGLISH 1130 and ENGLISH 1230. Every fall and spring.

ENGLISH 5250 3 credits

Sociolinguistics for TESL/TESOL

Introduction to problems of language, pedagogy, and cultural political relevant for English teacher education. Discusses linguistic theories in forming English language and ESL pedagogy; the biological basis of language; different models of language learning and systems of literacy, among other issues.

P: ENGLISH 1130 and ENGLISH 1230. Alternate spring.

ENGLISH 5260 3 credits

Language and Culture

Examines the theoretical and practical relationship between language and selected social and cultural aspects of human life. Discusses contiguities of linguistic and cultural practices; examines how particular language practices create and maintain social structures, and how discourse reflects social structures and cultural values.

P: ENGLISH 1130 and ENGLISH 1230. Alternate fall.

ENGLISH 5940 3 credits

Grammar in Context

Attention given to both traditional and modern (functional) grammar, including the parts of speech, phrases, clauses, sentence patterns, and their combinations into a variety of sentence types and paragraph patterns. Practical application of grammatical concepts in a writing- and reading-intensive environment, with attention to the logic of punctuation and conventional mechanics.

P: ENGLISH 1130 and ENGLISH 1230. Every fall.

ENGLISH 5990 3 credits

Topics in Language, Literature, or Writing

A critical examination of one area of language, literature or writing. The themes vary; therefore, this course may be taken more than once for credit, provided the content is different each time.

P: ENGLISH 1130 and ENGLISH 1230. Offered occasionally.

ENGLISH 6670 3 credits

Methods of Teaching English as a Second Language

Examines the characteristics of second language acquisition and how they influence the effectiveness of different methods of teaching English as a Second Language. Includes teacher/learner characteristics and strategies, teaching varieties of language, review of methodologies, communicative competence, and syllabus design.

P: ENGLISH 1130 and ENGLISH 1230. Every fall.

ENGLISH 7250 3 credits

Literature for TESOL Teachers

An examination of the ways literature can most effectively be used to improve students' linguistic, sociolinguistic, and discourse competence in a TESOL setting. Using the textbooks and online materials, students will be asked to develop (1) a corpus of literary selections suitable for the ESL/EFL context, and (2) specific lesson plans focusing on the literatures of specific cultural groups within the United States and other post-colonial English-speaking countries.

ENGLISH 7260 3 credits

Sociolinguistics and Language Teaching

The goal is to become well informed regarding aspects of sociolinguistics at both the micro and macro levels. Thus, there will be a focus on language attitudes, motivation, societal multilingualism, world Englishes, language planning, language policies, “prestige” languages, language and variation, and regional and social variation. Likewise, the role of language will be examined via features such as Pidgin and Creole language, language and gender, language and culture, and ethnography of communication and literacy. Emphasis will be given to the range of linguistic, interactional, and cultural knowledge that users must have in order to communicate in particular contexts. We will also emphasize how language is influenced by education. Moreover, certain aspects of social linguistics will be analyzed with regard to how they can be used in teaching English as a second language.

ENGLISH 7670 3 credits

Methods of Teaching English as a Second Language

This course provides an overview of major issues surrounding teaching English as a second or foreign language. It prepares students with approaches, methods, resources, and practical experience needed to teach English in the Chinese context.

ENGLISH 7910 1–4 credits

Independent Study in English

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

ENGLISH 7920 1-2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university’s Karrmann Library.

ENGLISH 7990 3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student’s ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master’s degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university’s Karrmann Library.

Ethnic Studies Courses

ETHNSTDY 5630 3 credits

Ethnic and Gender Equity in Education

Develops appreciation, understanding, and awareness of ethnic issues; such as ethnic, class, and gender issues in the educational process and in society. Considers equity issues through research, historical, philosophical, sociological, and psychological perspectives and the implications that each arena has on the lives of all of us.

ETHNSTDY 5720 3 credits

Ethnic Rights and Politics

(Offered under ETHNSTDY 5720 and POLISCI 5730.)

Changing patterns of ethnic, gender, and race relations; legislative and judicial developments affecting civil rights; political movements; political, social, and economic discrimination; judicial system and legal protection for civil rights; women and other minorities.

ETHNSTDY 7980 1–4 credits

Independent Study in Ethnic Studies

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

French Courses

FRENCH 6050 1–4 credits

Supervised Independent Study

For advanced students wishing to acquaint themselves further with French literature or civilization; thesis type reports and examinations; by special permission; number of credits will be determined at beginning of course.

FRENCH 7920

1-2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

Geography Courses

GEOGRPHY 5330

3 credits

Environmental Conservation

The importance of natural resources to the national interest; current problems of resource allocation and use.

P: 6 credits of laboratory science; GEOGRPHY 1330, or consent of instructor.

GEOGRPHY 7980

1–4 credits

Independent Study in Geography

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

Geology Course

GEOLOGY 7980 1–4 credits

Independent Study in Geology

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

German Courses

GERMAN 5000 1–4 credits

Foreign Languages Travel Abroad Seminar

A seminar with emphasis on language, literature, and culture. Non-language students may take this course in English translation for credit in humanities but not receive any foreign language credit. Students travel under supervision and receive from one to four credits in German—or in translated literature for non-language students. Number of credits depends on the duration of exposure, the amount of reading, and the quality of written work. Non-language students should consult the Humanities department chair.

GERMAN 6250 1–4 credits

Supervised Independent Study

For advanced students who wish to further acquaint themselves with German literature, civilization, or linguistics; thesis type report and examination; number of credits to be determined at the beginning of the course. By special permission.

Health and Human Performance Courses

HHP 5220 2 credits

Teaching Issues Relating to Alcohol, Drugs, and Sexuality

This course covers information and explores strategies, programs, and teaching techniques to prepare the teaching candidate to teach in a school setting. The teacher candidate is required to perform 5 hours of teaching in a school setting.

P: HHP 2030 spring.

HHP 5500 3 credits

Methods in Teaching Health Education

Utilization of approved methods and materials for teaching health in grades kindergarten through 12; application of course content and procedures involved in health teaching.

HHP 6020 2 credits

Psychology of Coaching

The principles and techniques applicable to coaching inter-school activities.

HHP 6230 3 credits

Methods in Middle/Secondary Physical Education

This course explores all the elements of planning for, managing, and instructing physical education classes. Students will be given the opportunity to work directly with school-age students, and reflect upon their experiences. Students will plan lessons, evaluate in-service teachers as well as their peers, and develop a number of teaching strategies.

HHP 6330 4 credits

Organization, Administration, and Curriculum of Physical Education and Health

The course is designed to examine, develop, refine, and evaluate the management and leadership styles, administrative skills, K-12 scope and sequence, and curriculum development of physical education and health.

HHP 6430 1–3 credits

Current Issues in Health and Physical Education

Study of current topics in health and physical education.

HHP 6940 3 credits

Seminar in Community and Environmental Health Education

In-depth research and presentation of material related to topical health issues and service learning.

HHP 6960 1–3 credits

Independent Study in Physical Education

The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the director of the School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration an approved independent study proposal form. This form must be signed by the instructor conducting the independent study, the department chairperson, the director of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies office online at www.uwplatt.edu/graduate-studies/special-class-activity. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville.

HHP 7420 2–6 credits
Practicum in Athletic Coaching
Actual experience related to the coaching of an athletic team under the leadership of an experienced coach and teacher.

HHP 7920 2 credits
Seminar Paper Research
The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

HHP 7980 1–3 credits
Independent Study in Health Education
The amount of graduate credit allowed for independent study may not exceed a total of three credits. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

HHP 7990 3–6 credits
Thesis Research
The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the University's Karmann Library.

History Courses

HISTORY 6230 1–3 credits
Issues in History
Selected topics and issues of contemporary interest from world history. The specific topic will be chosen by the instructor and announced when the course is scheduled. May be repeated for credit.

HISTORY 7920 1–2 credits
Seminar Paper Research
The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

HISTORY 7980 1–4 credits

Reading and Research in Social Science

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

HISTORY 7990 3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Industrial Studies Courses

INDUSTDY 5930 3 credits

Teaching Technology Education

Teaching methodology, delivery styles, and curriculum development for technology education. Unit planning, lesson planning, and aligning curriculum to standards are emphasized in an interactive teaching/learning environment. (fall, spring)

P: TEACHING 1230.

INDUSTDY 5950 3 credits

Industrial Design for Production

Study of design principles, production methods and simultaneous manufacturing techniques. Emphasis is on understanding and application of the design process. Laboratory activities focus on the design and production of a product. (fall)

P: INDUSTDY 1030 and INDUSTDY 1230

INDUSTDY 6640 3 credits

Curriculum and Facility Planning

Curriculum development through design of a program of study. Procedures for identifying and organizing content are examined. Laboratory design and layout are correlated with curriculum through examination of building codes, safety requirements, and equipment specifications. (fall, spring)

P: TEACHING 1230.

INDUSTDY 6820 2 credits

Principles of Vocational-Technical Education

An examination of the historical roots of vocational-technical education. Readings and research are conducted on the current trends and issues facing vocational-technical education in a high tech society. Satisfies vocational certification. (spring)

P: TEACHING 1230 or equivalent.

INDUSTDY 6950 3 credits

Production Planning and Control

An investigation and study of the integrated approach of effective management practices associated with production planning, scheduling, and control. Operation strategy, quality of work life, global competition, lean manufacturing, forecasting methods, supply chain management practices, scheduling and plant facilities layout are stressed. (fall, spring)

P: INDUSTDY 1030

INDUSTDY 6990 2–8 credits

Industrial Studies Internship

An on-the-job assignment commensurate with the instruction program and approved by the industrial internship coordinator. May be repeated for up to eight credits, but must be progressively more advanced. (fall, spring, summer)

P: See department program notes.

INDUSTDY 7000 3 credits

Research Methodology

Introduction and background to the scientific method of inquiry, types of research, problem clarification, data gathering techniques, research data analysis, and proposal and research paper writing.

INDUSTDY 7920

2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

INDUSTDY 7980

1–4 credits

Independent Study in Industrial Studies

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured from the department faculty member before independent study courses are begun by completing a form secured from the department. This form must include a description of the subject to be covered and must be submitted before registration will be approved. Signatures of the advisor and the instructor are necessary. Independent study may not be used for collecting information for the seminar paper.

INDUSTDY 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Mathematics Course

MATH 7980

1–4 credits

Independent Study in Mathematics

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

Media Studies Courses

MEDIA 5010

3 credits

Business Communication

Communication strategies and techniques used in business; practice in writing effective memos, letters and reports; oral communication skills developed in influencing group decisions and making presentations; employment correspondence and interviewing.

P: ENGLISH 1230 and SPEECH 1010 or 1250.

MEDIA 5800 3 credits
Meeting and Event Management
This course explores the meetings industry, including association, corporation and government meetings. Students also examine conventions, trade shows, incentive travel and special events.

MEDIA 7330 3 credits
Organizational Communication
Organizational communication can be analyzed through quantitative, qualitative, or mixed methods research. This course focuses on organizational communication practice and research that examines communication from, with, and about organizations.

MEDIA 7980 1–4 credits
Independent Study in Communication
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the director of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

MEDIA 7990 3–6 credits
Thesis Research
The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Music Courses

MUSIC 6500 1–3 credits
Seminar in Music
A critical examination of one area within the field of music, the specific subject to be determined by the instructor and the needs of the student.

MUSIC/MUAP 7920 1–2 credits
Seminar Paper Research
The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

MUSIC/MUAP 7980 1–4 credits
Independent Study in Music
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

MUSIC/MUAP 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

Philosophy Courses

PHLSPHY 7980

1–4 credits

Independent Study

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

PHLSPHY 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

Physical Science Course

PHSC 6990

1–4 credits

Independent Study in Physical Science

Study of special topics and/or development of special projects having department approval.

Physics Courses

PHYSICS 6990

1–4 credits

Independent Study in Physics

Study of special topics and/or development of special projects having department approval.

PHYSICS 7920

1–2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

PHYSICS 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Political Science Courses

POLISCI 5520

3 credits

The Judicial Process

The American judicial process, trial and appellate courts as well as the role of the U.S. Supreme Court. A comparison of the Anglo-American judicial system with that of continental Europe.

POLISCI 5730

3 credits

Ethnic Rights and Politics

(Offered under ETHNSTDY 5720 and POLISCI 5730.)

Changing patterns of ethnic, gender, and race relations; legislative and judicial developments affecting civil rights; political movements; political, social, and economic discrimination; judicial system and legal protection for civil rights. Women and other minorities.

POLISCI 5830

3 credits

Civil Liberties

Law and power and their abuses; law and power in relation to war on crime, deviance, freedom of religion, expression, and civil disobedience; criminal and civil cases; group action.

POLISCI 6420

3 credits

Constitutional Law

Constitutional law and political process, judicial review, civil liberties, rights and responsibilities, the role of the Supreme Court in the educational environment and student rights.

POLISCI 6720

1–3 credits

Study and Research in Political Science

Supervised individual or team study and investigation of a selected topic.

POLISCI 6760

1–3 credits

Seminar in Selected Topics in Political Science

Presentation of a selected topic normally not of a permanent nature or suitable for a regular course. Besides regular class presentations by students and examinations, a term paper is required.

POLISCI 7980 1–4 credits
Independent Study in Political Science
 The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the director of the School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration an approved independent study proposal form. This form must be signed by the instructor conducting the independent study, the department chairperson, the director of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies office online at www.uwplatt.edu/graduate-studies/special-class-activity. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville.

Psychology Courses

PSYCHLGY 5990 3 credits
Psychology of Adulthood and Aging
 The purpose of this course is to provide a general introduction to the multi-disciplinary field of gerontology and examine the biological, social and psychological dimensions of adult development. While the primary focus is on an examination of the theoretical and empirical research on the aging process, students will also have the opportunity to be exposed to aging from an experiential perspective.
P: PSYCHLGY 1130 or equivalent.

PSYCHLGY 6020 1–3 credits
Contemporary Issues in Psychology
 This course provides students an opportunity to explore the current issues of academic and applied psychology through research and discussion. May be taken more than once if topic is different.
P: PSYCHLGY 1130 and other prerequisites as appropriate to the topic.

PSYCHLGY 6430 3 credits
Abnormal Psychology
 Psychology of abnormal behavior; biological and social factors in the genesis of behavioral, emotional, and personality disorders. Brain disorders, psychoses, and substance abuse are also presented and discussed.
P: PSYCHLGY 1130 or equivalent.

PSYCHLGY 6930 3 credits
Techniques of Counseling and Psychotherapy
 Survey of procedures used by psychologists, including counseling, psychotherapy, and limited psychodiagnostics. Practice procedures and applications are also emphasized.
P: Nine credits in the behavioral sciences.

PSYCHLGY 6940 3 credits
Advanced Techniques of Counseling and Psychotherapy
 This course provides students opportunities to expand, implement, and refine counseling skills. It affords opportunities for students to learn more advanced techniques as well as practice basic counseling skills. The course covers processes of counseling, ethical considerations, theoretical applications, and special populations.
P: PSYCHLGY 4930 / 6930 or 7020.

PSYCHLGY 7010 3 credits
Assessment and Diagnosis of Psychopathology
 This course presents an overview of the scientific understanding of the perspectives, patterns, and characteristics of psychopathology as they relate to assessment and diagnosis. The responsibility of mental health workers to facilitate client growth in a way which conveys respect, preserves dignity, and displays integrity will be discussed.

PSYCHLGY 7440 1–4 credits
Graduate Practicum in Psychology
 Enhancement of educational experience through placement with an agency, business, industry, or institution. The nature of the experience, type, requirements, number of credits, and evaluation procedures are agreed upon beforehand between the student, the faculty member, and the site supervisor. Students may be asked to agree to and pay for a background check if the agency requires it.
P: Minimum of 12 graduate credits and recommendation of two graduate faculty members.

PSYCHLGY 7920 1–2 credits
Seminar Paper Research
 The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

PSYCHLGY 7980 1–4 credits

Independent Study in Psychology

The amount of graduate credit allowed for independent study may not exceed a total of four credits. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper. (Contact advisor for prior approval and registration instructions.)

PSYCHLGY 7990 3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Sociology Courses

SOCIOLGY 5230 3 credits

Human Relations

A sociological analysis of selected aspects of human relations that are assumed to be socially structured and primarily group relations. The central focus is on relations between groups of people who are in unequal positions in society, based on the central dimensions of class, race/ethnicity and sex/gender.

SOCIOLGY 7980 1–4 credits

Independent Study in Sociology

Study of a special topic and/or development of a special project under the supervision of a faculty member.

P: consent of supervising instructor prior to registration.

SOCIOLGY 7990 3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Spanish Courses

SPANISH 5840 1–3 credits

Topics in Hispanic Literature and Culture

Specific topics dealing with aspects of Hispanic literature or culture presents themes from various literary movements (Renaissance, Baroque, Neoclassical, Romantic, Modernist, and Contemporary). These topics cover a broad spectrum ranging from the Middle Ages in Spain to present trends in Spanish America. Due to the thematic nature of this course, it may be taken more than once for credit, provided the content is different.

SPANISH 6850 1–4 credits

Supervised Independent Study

For advanced students who wish to further acquaint themselves with Spanish literature, civilization, or linguistics; thesis type report and examination; number of credits to be determined at the beginning of the course. By special permission.

Speech Courses

SPEECH 7920

1–2 credits

Seminar Paper Research

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

SPEECH 7980

1–4 credits

Independent Study in Speech

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

SPEECH 7990

3–6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A&M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Teaching Courses

TEACHING 5110

2 credits

Key Concepts of Middle Level Education

Provides students with an understanding of the philosophy and organization of middle level education.

C: TEACHING 5120.

TEACHING 5120

2 credits

Characteristics of Transescents

Introduces the characteristics of young adolescents with a focus on their physical, intellectual, emotional, and social development.

C: TEACHING 5110.

TEACHING 5630

3 credits

Ethnic and Gender Equity in Education

Develops appreciation, understanding, and awareness of ethnic issues; such as ethnic, class, and gender issues in the educational process and in society. Considers equity issues through research, historical, philosophical, sociological, and psychological perspectives and the implications that each arena has on the lives of all of us.

TEACHING 6020	2 credits	TEACHING 6530	1–4 credits
Educational Media Technology		Current Topics in Education	
Considers audio and visual materials that comprise educational media; laboratory activities for use, design, and development of instructional media; communication theory; selection, utilization, and production of materials; micro-computer applications and the operation of equipment.		Study of a selected topic determined by an identified need. For example: current issues, ideas, and topics of interest to a particular group of teachers.	
		P: consent of instructor.	
TEACHING 6030	3 credits	TEACHING 6620	2 credits
Management for Children with Disabilities (CWD)		Teaching Transescents	
Increases the understanding of instructional practices for managing classroom behavior. Presents techniques for preventing behavior problems and for intervening when problems do occur.		Provides an overview of the curricular and instructional practices appropriate for the young adolescent learner. Addresses issues, trends, and research relevant to effective middle level practices through service learning projects.	
		C: TEACHING 6220.	
TEACHING 6150	3 credits	TEACHING 6630	3 credits
Assessing Children with Disabilities (CWD)		Learning and Language Disorders	
A survey of psychological testing with emphasis on the evaluation, administration, interpretation, and statistical analysis of the results of psychological testing devices and techniques.		Reviews Pre-Kindergarten/kindergarten through young adult development and identification with children with disabilities (CWD); emphasizes diagnosis and remediation of learning disorders through a special education approach; studies appropriate learning environments.	
TEACHING 6200	3 credits	TEACHING 6730	2 credits
Transitions for Children with Disabilities		Working with Families of Children with Disabilities	
Transition services is about life skills, not just about school-to-work. Transition services apply to all ages, including pre-school. Students ask and respond to the question: What is it that each student needs in order to have a good quality life? Areas covered include: employment/education; home/family; leisure pursuits; community involvement; emotional/physical health; personal responsibility/relationships. Course focuses on students with special needs.		Students learn to help pupils with special needs and their families become advocates and full partners in the educational process. Information relative to family dynamics, needs and concerns, multiple types of families, school consultations practices, working with agencies and communication skills are all covered in this course.	
TEACHING 6220	2 credits	TEACHING 6830	3 credits
Advising, Interaction and Communication		Strategies for Effective Inclusion	
Focuses on the classroom affective skills required of middle school teachers including listening, group dynamics, encouragement, and non-verbal communication.		Current trends and issues in special education, the role of the general education teacher, and characteristics of students with various disabilities will be discussed. Adaptations and modifications in curriculum, instruction, and assessment for students with various exceptionalities will be a major focus of this course.	
C: TEACHING 6620.		TEACHING 7000	3 credits
TEACHING 6330	3 credits	Research Procedures	
Administration and Family Relations in Early Childhood		Definition of problems and issues, critical examination of the research literature, review of trends in curricula and methods, and planning of investigations including historical, descriptive (including ethnographic), and experimental.	
Development of managerial and leadership roles, knowledge of requirements for certification and licensing, effective communication with staff and parents, and community relations and advocacy.			
TEACHING 6420	3 credits		
Oral Language and Emergent Literacy			
Considers development of communication, acquisition of language, development of phonology, structure of language, dialect variations, how language is acquired, assessment of language and communication skills, and classroom approaches to oral language development.			

TEACHING 7050 3 credits
Public Relations in School and Community
Designed primarily for school personnel and other community residents. Emphasizes the importance of designing programs around the needs and problems of the school and community; considers economic, social, and political characteristics of communities; methods of assessment, communication, involvement, and conflict resolution. Includes activities and programs such as bond referenda, advisory committees, volunteers, public relations, etc.; considers organization, operation, implementation, and evaluation school/community relations programs.

TEACHING 7070 3 credits
Developmentally Appropriate Practice - The Learners
In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include theories of cognition, brain development, characteristics of learners, and critical thinking.

TEACHING 7080 3 credits
Developmentally Appropriate Practice - Teaching Methods
In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include dimensions of literacy, integrated curriculum, teaching strategies, assessment, diagnosis, evaluation, and instructional content and practice.

TEACHING 7130 3 credits
Improving Instructional Effectiveness
Connects principles of learning to teaching practices; demonstrates how theory can become practice; considers models of teaching that promote developmentally appropriate teaching and reflective thinking; characterizes teaching as a process of conscious decision-making; helps teachers become more effective at decision-making.

TEACHING 7150 3 credits
Oral Language, Emergent Literacy, and Theories of Second Language Acquisition
This course is designed for the graduate TESOL emphasis to be offered to students from the People's Republic of China. It includes Oral Language and Emergent Literacy topics, plus content on the theories of second language acquisition that are part of most TESOL programs and usually taught within the context of acquiring oral language.

TEACHING 7170 3 credits
Professional Development
In this course students and professors develop professional development plans, in the context of the cohort individual and district needs, as well as the professional development concepts that are central to the course. The concepts for this course include technology, professional self-assessment, reflection, application of research in professional practices, best practices, professional networking, community outreach, professional development plans, lifelong learning, planning and managing the teacher and the learning environment, and professional and ethical practices.

TEACHING 7180 3 credits
School and Community Culture
This course will explore the teacher's role in the Culture of the School and Community. Some of the issues include addressing diverse populations; school and community culture and resources; philosophical, historical, legal, and social science perspectives in education; special education; working with families; managing student behavior and social skills interactions; and communication and collaborative partnerships.

TEACHING 7190 3 credits
Educational Leadership and Mentoring
This course is designed to improve teachers' skills in the process of mentoring beginning teachers and collaborating with veteran teachers. Mentoring is defined as the professional practice that provides support, assistance, and guidance to new teachers to promote their professional growth and success. Collaborating is developing collegial peer coaching relationships designed to enhance professional efficacy. Course topics include understanding of value added leadership in education; practicing ethics of education; reflection; impact of student learning through professional development efforts; and mentoring, particularly as it relates to PI-34.

TEACHING 7210 3 credits
Foundational Literacy PreK-12 (Reading Elem/Middle)
Considers problems arising in a well-rounded reading program; development of basic reading abilities and skills; improvement of attitudes and tastes; and adjustment of materials and methods to individual needs.

TEACHING 7220 3 credits
Remedial Reading
Provides instruction on teaching children who read one or two grade levels below expectation. Supplemental and specialized techniques of the developmental reading concepts are emphasized and such topics as identification of the remedial reader, selection, application, and evaluation of the materials and techniques appropriate to the individual are included.

TEACHING 7230	3 credits	TEACHING 7340	2 credits
Remedial Reading Practicum		Educational Administration Introduction Seminar	
Provides laboratory practice with children one or more years below grade in reading. Special attention is given to models of teaching designed to promote developmentally appropriate teaching and reflective thinking.		The module will be an overview of the Educational Administration Program. Included will be an explanation of the Cohort Model as well as a detailed discussion of the remaining five modules. Each student will complete a self-assessment of their knowledge of the Ten Teaching Standards for Wisconsin and write a Professional Development Plan. Special permission only.	
P: TEACHING 7220 or equivalent.			
TEACHING 7240	3 credits	TEACHING 7350	1–4 credits
Juvenile Literature		Educational Administration Relationships	
Provides advanced study in literature for children and youth; administration of a recreational reading program; methods of teaching and integration with other curricular areas; and evaluation and selection of significant books and appraisals of recent books. Students read at the level in which they are most interested—primary, intermediate, or middle level school.		This module will address the following: personnel issues, classroom management, community relations, school climate, relationships with district offices, school board members, professional judgment, school culture, diversity issues, and leadership and management styles.	
		P: TEACHING 7340. Co-requisite: 1 credit of TEACHING 7310.	
TEACHING 7250	3 credits	TEACHING 7360	1–4 credits
Content Area Reading		Educational Administration Student Learning	
Considers the utilization of reading skills, study strategies, materials as applied to (a) selected field(s), and techniques for incorporating reading into content area instruction.		Designed to prepare prospective administrators to be instructional leaders in their school. This course is built around the Wisconsin Standards. Students in this course are expected to demonstrate a knowledge and experience base in the Ten teaching Standards for Wisconsin and how these standards transfer into effective classroom activities.	
		P: TEACHING 7350.	
TEACHING 7270	3 credits	TEACHING 7370	4 credits
Reading in the Middle/Secondary School		Educational Administration Systems I	
Assists middle and secondary teachers in utilizing fundamental reading skills as they apply to content areas; special consideration will be given to effective skills, study skills, and vocabulary development in specific areas.		The Systems I module is designed to prepare prospective administrators to effectively manage the organizations, operations, and resources of a school system in order to ensure a safe, efficient, and effective learning environment that will promote the success of all students.	
		P: TEACHING 7360.	
TEACHING 7280	3 credits	TEACHING 7380	1–4 credits
Seminar in Reading		Educational Administration Legal Aspects (Regular and Special Education)	
Examines current issues and trends in reading education. Includes pertinent topics such as foundations of reading instruction; current approaches to teaching beginning reading; individual differences in reading performance; and factors that affect reading acquisition.		Candidates will demonstrate knowledge of current, key Wisconsin school law terminology, cases and decisions in regular and special education law and the impact on the P-12 school setting.	
		P: TEACHING 7370.	
TEACHING 7290	3 credits	TEACHING 7390	4 credits
Symposium on Reflection and Critical Thinking		Educational Administration Systems II	
This course serves as a capstone experience for graduate students in the M.S.E. program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to: develop and discuss readings as well as the process of reflection to application; discuss the application of their graduate coursework in their classrooms; explore the use of reflection with their students; and to explore self-actualization as a product of reflection.		The Systems II module is an extension of the Systems I module with an emphasis on simulations and practicum projects.	
		P: TEACHING 7380.	
		C: 1 credit of TEACHING 7310.	

TEACHING 7400 1 credits

Educational Administration Practicum 1

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 100 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issues and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor.

P: TCHG 7340 and TCHG 7360.

C: TCHG 7350.

TEACHING 7410 1 credits

Educational Administration Practicum 2

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 200 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issue and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor.

P: Teaching 7350, 7370, 7380, 7390, 7400.

TEACHING 7440 3 credits

Exploring Innovations in Education

This course is intended to provide learners with an opportunity to explore and research the impact and value of a variety of recent innovations in education. Students will examine and research information about varied teaching methods (accelerated and active learning), and how these can affect the planning and delivery of education.

Questions about how learning takes place most effectively when using alternative and flexible learning options such as hybrid, blended and fully online course delivery will be addressed. Do the learning environment and the use of instructional technology tools enhance or detract from learning? How might the use of wikis, blogs, and course management systems such as Blackboard, Desire2Learn, and other vendor specific platforms influence the teaching and learning that takes place? What about open source technologies such as Moodle and Sakai, and the use of Web 2.0 tools? Do these innovations enhance or detract from intended learning

outcomes?

How will social networking sites such as Facebook, LinkedIn, Twitter, and other online options influence the social interaction component in online and face-to-face learning environments? What considerations should be made for planning and delivering education and/or training using technology? What are some of the future trends that we might anticipate taking place over the next five to ten year timeframe and how might we as educators embrace these and select the best tools for the particular teaching or training situation in which we find ourselves?

This course is intended for students who are interested in learning about the current and future options and trends for delivering education and training and how the planning and execution of education can be affected by the mode of delivery and the teaching methodology employed.

TEACHING 7450 3 credits

Advanced Special and Regular Education Curriculum, Technology, Staff Development and Assessment

This course will address the responsibilities of a director in special education in interacting with other administrators, parents, students, and the community with curriculum and instruction, staff development, and overall program coordination around these topics.

TEACHING 7460 3 credits

Administration and Director of Instruction

This course will address the duties and responsibilities of the position of director of instruction including interacting with other administrators, parents, students, and the community with curriculum and instruction, staff development and overall program coordination around these topics.

TEACHING 7470 3 credits

Administration of Special Education and Pupil Service

This course provides P-12 administrators or administrative candidates instruction and practice at the district level with assessment, planning, and coordination of district-level exceptional education and also pupil services.

TEACHING 7500 3 credits

Topics in Education

Examines current, critical issues on the state, national, and international levels; service course in education.

TEACHING 7520 3 credits

Supervision and Administration of Reading Programs

Examines the organization, administration, supervision, and improvement of school-wide reading programs; reading practicum to be conducted in a clinical setting.

TEACHING 7540 3 credits
Program Planning for Adults
Examines program development concepts, approaches, and practices used for planning, conducting, and evaluating programs for adults. Analyzes the framework for identifying relationships among learner goals, content, format, setting, learning objectives, learning activities, and outcomes. Develops processes and procedures for identifying and addressing educational needs and interest. Analyzes tools for managing financial and non-financial resources. Develops strategies for conducting formative and summative evaluation of program elements.

TEACHING 7550 3 credits
The Adult Learner
Analysis of educational principles and instructional models will be applied to the instruction of adults. Emphasis will be on the teaching/learning transactions that encourage and assist adults in their learning activities. Characteristics of the adult learner and historical and current perspectives of adult education in both formal and informal settings also will be covered.

TEACHING 7610 3 credits
Portfolio Development and Competency Review
Each student will develop a portfolio to document competencies (knowledge, skills, and dispositions related to teaching students with disabilities). This portfolio is a format for the documentation of this learning in a structured manner.
P: Students must be licensed teachers or emergency licensed special education teachers.

TEACHING 7620 3 credits
Special Education: Legal and Theoretical Foundations
Participants will develop a working knowledge of law (e.g. -IDEA 1997) as it relates to the rights and responsibilities of students, staff, and families. Participants will also incorporate knowledge of historical foundations, service delivery models, philosophies, and cultural diversity into the general and/or special education classroom.

TEACHING 7630 3 credits
Instructional Content and Practice
This course will place emphasis on strategies, remediation, compensation, instructional methods, curriculum, and inclusive practices in the instructional setting.

TEACHING 7640 2 credits
Ethical Practices in Teaching Children with Disabilities
Provides an overview of the effects of cultural and environmental backgrounds on students with disabilities and their families, and fosters an understanding of how personal and cultural biases may affect one's teaching and interactions with others. The course stresses the ethical and professional responsibilities of teachers.

TEACHING 7650 3 credits
Issues in ELL Education
This course addresses the social, political, and cultural context in which language learning takes place and examines those issues that are relevant in language acquisition. Themes, such as immigration and diversity in the United States, language policies, history of bilingual education, the English-only movement, and English language learners and disability will be analyzed in this course.
P: Students have to hold a teaching license or be licensable.

TEACHING 7660 3 credits
Methods and Assessment of Teaching English Language Learners
This course is designed to examine methods and assessment of teaching English language learners. The course stresses a comprehensive understanding of the history of first and second language teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches in teaching English language learners. Practical pedagogical principles of teaching English to speakers of other languages with regard to language skills, language system, and related assessment and cultural implications are included.
P: Students have to hold a teaching license or be licensable.

TEACHING 7670 3 credits
Second Language Acquisition in K-12 Classrooms
This course examines theories of second language acquisition, and practical application of theories to second language teaching and learning. The course provides a comprehensive interdisciplinary survey of theory and practice through the application of research in linguistics, psychology, education, and sociology into second language acquisition.
P: Students have to hold a teaching license or be licensable.

TEACHING 7680 3 credits
Intercultural Communication for Teachers of English Language Learners
In this course, we will examine the impact that culture has on verbal and nonverbal communication. Participants will consider the nature of cultural patterns. They will learn to better interpret the behaviors they observe in their classrooms and in the public schools in general. The overall goal of the course is for participants to become competent in their intercultural interactions with students, parents, and colleagues in the K-12 setting.
P: Students have to hold a teaching license or be licensable.

TEACHING 7690 3 credits
Linguistics for Teachers of English Language Learners
This course is designed to introduce the nature of language, and to examine the language system, and how meaning is structured. In particular, the course will focus on the core areas of linguistics including phonetics (the study of speech sounds), phonology (the sound system of languages), morphology (the internal structure of words), syntax (the sentence structure), and semantics (the study of word and sentence meanings). Students in this course will relate this information to the education of ELLs and learn ways through which linguistics can inform their own teaching.
P: Students have to hold a teaching license or be licensable.

TEACHING 7700 3 credits
Field Experience in Cultural Diversity
This course provides the opportunity for students to gain in-depth firsthand knowledge of the cultural background of English language learners. Particular attention will be given to techniques that encourage and secure parental involvement. Positive effects of special programs for ELLs will also be emphasized in this course.
P: Students have to hold a teaching license or be licensable.

TEACHING 7710 3 credits
Bilingual and Bicultural Education
This course provides a comprehensive study of the bilingual and bicultural education in the United States. It will investigate bilingualism from a variety of perspectives including foundation in history, current policies, theory, research, and practice of bilingual/bicultural education. Students in this course will also review and evaluate bilingual instruction including bilingual program models, curriculum design, methods, and assessment.

TEACHING 7830 3 credits
Seminar Paper or Educational Project
The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

TEACHING 7880 1–8 credits
Graduate Practicum in Teaching
Provides a designed clinical teaching assignment for (1) graduate students meeting license requirements through an internship, or (2) qualified educators who want to meet a professional development need through a graduate residency.
P: consent of the Director of the School of Education.

TEACHING 7960 3–6 credits
Cross-Categorical Special Education Practicum
The practicum in SLD/EBD/or CD is required in lieu of student teaching for graduate students in the Cross-Categorical Licensure Certification Program. Students will have a teaching experience under the supervision of a master teacher and/or field coordinator in a school, clinic, or other setting that provides practical application of theory, experience, and evidence of mastery of skills required by the Wisconsin Department of Public Instruction Code.

TEACHING 7970 3 credits
Supervision of Student Teachers
Designed for teachers currently or potentially involved in supervision of student teachers; includes the identification, analysis, and development of good classroom procedures; desirable experiences for the student teacher in the total school program; professional responsibilities of the student teacher in the school and community.
P: three years of teaching experience or consent of instructor.

TEACHING 7980 1–3 credits
Independent Study in Education
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor, the director of the School of Education, and the director of the School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration a description of the subject to be covered. This description must be signed by the instructor conducting the independent study, the department chairperson, the director of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper.

TEACHING 7990

3-6 credits

Thesis Research

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000 Research Procedures) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas &M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karmann Library.

Theatre Course

THEATRE 7980

1-4 credits

Independent Study in Theatre

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

UW-Platteville Study Course

UWPSTUDY 5010

1 credit

Conversational American English for International Students

This course will help inbound international students improve their English and function productively while they pursue their studies at UW-Platteville. The course will focus primarily on American culture, including current events, holidays, and campus life. In addition, students will improve their idiomatic, spoken English, and become familiar with American writing conventions.

Women's and Gender Studies

Course

WOMGENDR 5340

3 credits

Management, Gender, and Race

(Offered under BUSADMIN 5340 and WOMGENDR 5340)

This course reviews the changing nature of management and explains why gender and race/ethnicity have become important considerations in business. It examines the status of women and people of color in managerial or administrative positions and discusses socialization processes, stereotypes, equal employment opportunity laws, illegal harassment, and power in organizations. Networking, mentoring, work/life balance, and career planning also are addressed.

WOMGENDR 7980

1-3 credits

Independent Study in Women's Studies

The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the director of the School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration an approved independent study proposal form. This form must be signed by the instructor conducting the independent study, the department chairperson, the director of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies office online at www.uwplatt.edu/graduate-studies/special-class-activity. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville.

II. Distance Learning Center Online Programs

General Information

Distance Learning Center

Office: 2100 Ullsvik Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville WI 53818-3099

Phone: 608.342.1468 or 800.362.5460

Fax: 608.342.1071

Email: disted@uwplatt.edu

Website: www.uwplatt.edu/distance-education

NOTE: All fees are subject to change without notice.

UW-Platteville's Mission

The University of Wisconsin-Platteville provides associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.

Mission of the School of Graduate Studies

The purpose of the School of Graduate Studies at the University of Wisconsin-Platteville is to coordinate and oversee high quality, practitioner-oriented graduate programs whose goal is to provide degree seeking and non-degree-seeking students with advanced educational preparation. This purpose reflects the University of Wisconsin-Platteville's mission to "provide graduate programs in areas clearly associated with its undergraduate emphases..." along with other selected graduate programs.

History of Distance Learning

The University of Wisconsin-Platteville has a long rich history. Founded in 1866, with the primary goal of training teachers, the university has grown and expanded steadily. Today, the School of Graduate Studies serves graduate students on campus and online as described in this catalog. UW-Platteville entered distance education in 1979 when a Bachelor of Science in Business Administration was offered in a print format to working adults throughout Wisconsin. In 1996, the program extended its reach to adults throughout the United States.

The Internet paved the way to online learning, and in 1999 the university started an online program for a Bachelor of

Science in Business Administration, as well as master's degrees in criminal justice, engineering, and project management. In the fall of 2012, three master's degree programs were added: Organizational Change Leadership, Integrated Supply Chain Management, and Distance Education Leadership.

Earning an Online Master's Degree from UW-Platteville

Online learning is designed to serve adults seeking advancement in their careers or a career change. No campus visits are required and students log on to coursework at their convenience.

UW-Platteville Online courses are offered spring, summer, and fall. Registration runs from about three months prior to no later than two weeks before the first day of classes. For detailed course information and availability, tuition rates, and registration instructions, visit the Distance Education website at www.uwplatt.edu/distance-education/tuition.

Affirmative Action/Equal Opportunity

www.uwplatt.edu/human-resources

It is the policy of the University of Wisconsin-Platteville to provide equal opportunity to all individuals regardless of race, color, creed, sex, sexual orientation, gender identity or expression, age, national origin, ancestry, disability, marital status, pregnancy, political affiliation, arrest or conviction record, identity as a veteran, disabled veteran, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state. Sexual harassment is illegal and will not be tolerated. Co-workers and supervisors may not retaliate against any employee, student, or job applicant because he or she filed a complaint, assisted in an investigation, or participated in any proceeding alleging discrimination on the foregoing basis.

The university ensures physical accessibility to work environments for persons with disabilities and will provide reasonable accommodations to ensure equal access to employment. Upon request, the university will provide reasonable accommodations for religious observances and practices.

The university is committed to a program of affirmative action for women, racial minorities, persons with disabilities, disabled veterans, recently separated veterans who separated within the last three years, those who are in the Armed Forces Service Medal Veteran category and veterans of the Vietnam era under the Vietnam Era Veterans Read-

justment Assistance Act of 1974, as amended. While the chancellor assumes overall responsibility for the success of the program, university administrators and supervisors are responsible and accountable for implementation. Authority for monitoring the program is delegated to the director of Human Resources.

Each individual associated with the university is encouraged to pledge a new and revitalized commitment to build and maintain an educational environment free of harassment and discrimination—an environment that fosters mutual respect, recognizes the dignity and worth of all people, and promotes to the fullest, equal employment opportunity through affirmative action.

Students having concerns or questions about discrimination, harassment or sexual assault are encouraged to contact the Human Resources office (2300 Ullsvik Hall, 608.342.1176). All inquiries will be treated confidentially.

Research Involving Human Subjects

All research projects—funded or unfunded, originated at or supported by UW-Platteville—that involve humans as participants, or data or materials derived from humans, must be reviewed and approved by the Institutional Review Board for Human Subject Research before the research is initiated.

Students must prepare a research protocol, describing their project and addressing human participant issues, and then submit the protocol to the IRB chair for review. Students may obtain a Manual of Policies and Procedures to review research involving human participants from the chair of the IRB, the Office of Sponsored Programs (608.342.1456), or online at www.uwplatt.edu/committees/irbhsr/index.html. Other IRB information, including protocol forms and names of IRB committee members, may also be found online.

Online Master of Science Degrees

No campus visits are required for the six online Master of Science degrees.

- Criminal Justice
- Distance Education Leadership
- Engineering
- Integrated Supply Change Management
- Organizational Change Leadership
- Project Management

Accreditation

www.uwplatt.edu/hlc

The University of Wisconsin-Platteville is accredited by:

- American Chemical Society
- Foundry Education Foundation
- The Higher Learning Commission (HLC)
- National Association for the Education of Young Children

- National Association of Industrial Technology
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education (NCATE)
- The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
- Wisconsin Department of Public Instruction

Memberships

The University of Wisconsin-Platteville holds membership in the following organizations:

- American Association of Colleges of Teacher Education
- American Association of Higher Education
- American Association of State Colleges and Universities
- American Association of University Women
- American Council of Education
- College Entrance Exam Board
- Council of the Advancement and Support of Education
- Council for Higher Education Accreditation
- Fulbright Association
- International Association of University Presidents
- Midwest Association of Graduate Schools
- North Central Association of Colleges and Schools
- Wisconsin Association of Collegiate Registrars and Admission Officers
- Wisconsin Institute for Peace and Conflict
- Wisconsin Women in Higher Education Leadership

General Requirements for All Online Master's Degrees

Academic Requirements

The following are the minimum requirements for all master's degrees. Individual programs may have additional or varied requirements:

- All students must complete a minimum of 30 graduate credits.
- At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.
- No more than 12 credits can be transferred into a master's degree program.
- Courses in the 5000–6990 levels are open to graduate students for graduate credit, provided they have not previously taken the courses at the undergraduate level.

Writing Requirement

Students must satisfy the writing requirement of their degree program as determined by individual programs subject to approval by the Graduate Council. Students may satisfy the writing requirements by completing one of the following:

- Write an approved thesis (3–6 credits)
- Write an approved seminar paper (3 credits)
- Complete a “capstone” experience (3 credits)

Students should consult with individual program coordinators for guidelines for meeting their program’s requirement.

Grade Point Average

Graduate students must maintain a minimum 3.00 grade point average.

Admission Policies and Procedures

Those seeking admission must have an earned a bachelor’s degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation. International degrees will be evaluated individually.

Applicants for the Engineering, Organizational Change Leadership, Distance Education Leadership, Integrated Supply Chain Management and Project Management programs will be required to submit a résumé.

Applicants for the Criminal Justice program will be required to submit a portfolio (detailed requirements will be provided by the Criminal Justice Department after receiving the student’s completed application).

Individual programs may have additional admission requirements. The faculty in the program area will evaluate each application for admission.

Recommendations for admission, including admission status, will be based on a number of factors such as academic background in specific areas, performance in specific areas, recommendations, and previous graduate work. Admission status will be determined and reported to the applicant by the Distance Learning Center.

Students seeking admission to the School of Graduate Studies must do the following:

Complete and submit the online University of Wisconsin-System Application for Graduate Admission on the Distance Education website at www.uwplatt.edu/distance-education.

Pay the application fee via our secure online site, our secure telephone line, or mail a check payable to University of Wisconsin-Platteville to Distance Learning Center, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53818-3099

Arrange to have an official* transcript sent from the institution granting the undergraduate degree to the Distance Learning Center at the address above.

Students who have taken graduate courses and would like to have them considered for transfer to a UW-Platteville online graduate degree, must also provide official* transcript(s) from the institution(s) where the graduate credits were earned.

*All official transcripts must be sent directly from the institution(s) where the course work was completed. We cannot accept or evaluate unofficial transcripts.

Applications will not be processed until the application, application fee, résumé (when required), and the official transcript from the institution granting the undergraduate degree are on file. All transcripts become the property of the University of Wisconsin-Platteville and will remain on file at the university.

International Students

Students who earned a bachelor’s degree outside the United States, must request their academic records (called transcripts in the U.S.) be sent directly to the Distance Learning Center from the issuing institution, along with a translated copy if they are not in English. Any records received become a part of the student’s permanent student record at the University of Wisconsin-Platteville and cannot be released. International transcripts are subject to a course-by-course evaluation. UW-Platteville has approved Educational Credential Evaluators Inc. to complete this evaluation. ECE requires official transcripts/academic records to complete the evaluation.

Students who attended a university outside the United States, must follow these procedures:

1. Request official transcript(s) from the institution(s) where they earned their degree(s), including a translated copy if the transcript is not in English.*
2. Go to the ECE website and click “Apply Now.” Use “Catalog Match” for the report option.
3. Pay all fees associated with setting up an account.
4. Neither UW-Platteville nor ECE provide translation services. Students are responsible for providing an official translated copy of their transcript.

In addition to filing the standard application for admission with official transcript(s) translated in English, students must provide a copy of their Test of English as a Foreign Language (TOEFL® Test) score to the Distance Learning Center. A minimum score of 500 for the paper-based exam, 173 for the computer-based exam, or 61 for the Internet-based TOEFL is required of all international students whose native language is not English.

Students may also submit scores from the International English Language Testing System. Students taking the International English Language Testing System must achieve a minimum score of 6.0.

For students of the Program in ESL at UW-Madison, WESLI or MESLS:

- Program in ESL at UW-Madison Students: When students who enroll at Program in English as a Second Language at UW-Madison (www.english.wisc.edu/esl/) in Madison, Wisconsin complete their coursework at the Program in ESL at UW-Madison, the Program in ESL's will provide UW-Platteville with a letter of recommendation of English language proficiency, a copy of the current I-20 and a completed transfer verification form.
- WESLI Students: When students who enroll at Wisconsin English as a Second Language Institute (www.wesli.com/) in Madison, Wisconsin complete their coursework at WESLI, WESLI will provide UW-Platteville with the following: a letter of recommendation of English language proficiency, completion of the 700 level coursework and/or at least a 75 on the Michigan test; a copy of the current visa; and a completed transfer verification form.
- MESLS Students: When students who enroll at Madison English as a Second Language School (www.mesls.org/) in Madison, Wisconsin complete their coursework at MESLS, MESLS will provide UW-Platteville with the following: a letter of recommendation of English language proficiency, completion of the 302 or Advanced level coursework and/or at least a 75 on the Michigan test; a copy of the current I-20; and a completed UW-Platteville Transfer Clearance Form.

International students may request a waiver of the TOEFL requirement by submitting acceptable justification. The waiver request should include the student's name, daytime phone number, and desired program of study. Send requests directly to the director of The School of Graduate Studies:

Dominic Barraclough

Director of the School of Graduate Studies

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
USA

Email: barracl@uwplatt.edu

Phone: 608.342.1262

Admission Status

Upon being admitted, students will be classified in one of the following categories:

Full Standing - To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above; or 2.90 on the last 60 credits from the degree-granting institution.

- Students not meeting those requirements, but meet one of the requirements listed below, may be considered for full standing through a comprehensive review of their application material. Students may be required to submit additional application materials in order for this comprehensive review to take place.
 1. Graduate course work with a GPA of 3.0 or higher
 2. Undergraduate degree GPA of 2.50 to 2.75 and bachelor's degree earned more than five years before date of application
 3. Bachelor's degree in a non-related field

Trial Enrollment - Students who do not qualify for admission in full standing may be admitted on trial enrollment. Trial enrollment admission status is to be used only in extraordinary cases. Admission as a trial enrollee must be justified by the admitting department and approved by the director of the School of Graduate Studies. Each program determines the number of credits contained in its trial enrollment period, up to nine credits of graduate course work. After a student has completed the minimum (as specified by their program area), the faculty in the program area recommend that the student's status be changed to full standing, probation, or dismissal. The credits earned while on trial enrollment may be counted toward a degree if approved by the faculty in the program area.

Special Students – Students not seeking a master's degree who have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) may register as a special student. Special students receive full academic credit for credit courses taken while they are on special student status. The special student may later be considered for admission into a degree program if a 3.00 grade point average has been maintained in all graduate-level work and all other admission requirements are met. With the program area's approval, a special student may transfer up to 12 credits earned at the University of Wisconsin-Platteville into a degree program. All UW-Platteville graduate level work will be included in computing the student's academic average. Students are encouraged to talk to the appropriate program coordinator if they have questions about which courses to take as a special student.

Assignment of Advisor – An advisor will be assigned to each new graduate student by the advising coordinator upon the student’s admission to the School of Graduate Studies. The director of the School of Graduate Studies will confirm the final approval of advisor assignments.

Registration and Course Policies

Criteria for Graduate-Level Course Work

Graduate coursework focuses on advanced disciplinary content, usually as an extension of the discipline content presented at the undergraduate level. When graduate work introduces basic concepts, it typically introduces discipline content that is not offered at the undergraduate level and is dependent upon knowledge acquired at the undergraduate level. In addition, introductory graduate course work may be delivered in an accelerated way to develop a knowledge base for an individual who possesses an undergraduate degree in another field or for individuals who seek to broaden their undergraduate preparation.

Graduate coursework employs instructional methods that require more self-directed learning on the part of the student. Coursework is more specialized and program specific, which contributes to the student’s career goals and various enhancements leading to certification, licensure, and career advancement.

Graduate coursework shall be taught only by graduate faculty or by other qualified faculty as determined by the Graduate Council. Coursework shall be taught in formats that allow adequate reflection and integration of learning.

Numbering of Courses

Courses numbered 7000 are open only to graduate students. Courses numbered 5000–6990 may be taken by graduate students for graduate credit, provided they have not taken the courses at the undergraduate level.

Because courses numbered 5000–6990 are open to both undergraduate and graduate students, graduate students are expected to do work of higher quality than is expected of undergraduates. In addition, the work is expected to be more detailed and thorough, and include projects not regularly assigned to undergraduates.

Undergraduate Students Enrolled in Graduate Classes

Senior undergraduate students attending UW-Platteville are eligible to take graduate courses numbered 5000–6990 for graduate credit if

- they do not have an earned bachelor’s degree,
- they are in their last semester as an undergraduate at the University of Wisconsin-Platteville,
- they have applied to graduate,

- they are eligible for admission to the graduate program in full standing (undergraduate grade point average must be 2.75 or higher),
- they limit their total credit load to a maximum of 15 credits, including graduate courses (a majority of the credits they take must be for undergraduate courses),
- they secure the approval of the Director of the School of Graduate Studies.

Undergraduate students should contact the Distance Learning Center if they are registering for both graduate and undergraduate classes at the same time.

Note: Graduate credits cannot be applied toward completion of an undergraduate degree.

Graduate Students Enrolled in Undergraduate Classes

Graduate students may take UW-Platteville graduate and undergraduate courses concurrently. Students should contact the Distance Learning Center if they are registering for both graduate and undergraduate courses in the same semester.

Note: Undergraduate credits cannot be applied toward completion of a master’s degree

Transfer Credits

The following guidelines apply to the transfer of credits (both internal and external) to graduate programs at the University of Wisconsin-Platteville.

- To be accepted for transfer, credits must be approved by more than one faculty member in the relevant program along with the director of the School of Graduate Studies. Faculty may be 1) the program’s committee or 2) some mix of the student’s advisor, program head, and a faculty member with expertise in the field.
- A maximum of 12 credits for a degree may be transferred.
- Credits may be transferred only from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation.
- Students must complete their graduate program within seven years of being admitted to the program at University of Wisconsin-Platteville (extensions may be granted). Once credits have been accepted as transfer credits, they become part of the current program of study, and the seven-year limit is based on the date of admission into the program.
- Transfer credits will be officially recorded after the student has successfully completed one graduate course at University of Wisconsin-Platteville and only courses where the student received a grade of B or higher will be accepted.

Applying Credits Earned in One Graduate Program Toward Another Graduate Degree

Credits from other University of Wisconsin-Platteville graduate degree programs may be applied to a second graduate degree at UW-Platteville upon the recommendation of the program faculty, up to a maximum of 12 credits. The total of credits from other University of Wisconsin-Platteville degree programs and credits transferred from other institutions cannot exceed 12 credits.

Pass-Fail

Courses and workshops may be offered at the University of Wisconsin-Platteville on a pass-fail basis. Only a grade of "Pass-Fail" will be recorded for courses taken under this system. Three credits of pass-fail work may be counted toward a master's degree.

Independent Study

Students enrolling for independent study should download the appropriate forms from the Distance Learning web site (www.uwplatt.edu/distance-education). The student must complete the form and obtain all required signatures before registering for the course. A student may register for more than the maximum number of independent study credits allowed by a department; however, the student may only apply the maximum number of independent study credits allowed by a department toward a master's degree at the University of Wisconsin-Platteville.

Full-Time Students

For fee purposes, nine credits constitute a full load during the fall and spring semesters and five credits during the summer session. Full-time status for other purposes, such as financial aid, may be defined differently.

Registration

After corresponding with an advisor, graduate students register in their Student Center of PASS (Pioneer Administrative Software System). Graduate students are allowed to register for up to six credits during the summer sessions and up to nine credits during the fall/spring semesters. If a student wants to take more credits (up to 8 credits during summer sessions and up to 12 credits during fall/spring semesters), the student must contact his or her advisor for approval. A graduate student who wants to appeal an advisor's decision should contact the director of the School of Graduate Studies. A graduate student who wants to take more than 8 credits for the summer session or 12 credits for the fall/spring semesters will need the additional approval (beyond the advisor's approval) of the director of the School of Graduate Studies.

Note: If a graduate student does not have an assigned graduate advisor but is attending as a special (non-degree seeking) student, the director of the School of Graduate Studies' approval replaces the advisor's approval.

Degree Requirements

Writing Requirement Options

As discussed previously, students in the online Criminal Justice, Organizational Change Leadership, Integrated Supply Chain Management, Distance Education Leadership and Project Management programs may satisfy the writing requirement by doing one of the following:

- Write an approved thesis (3–6 credits)
- Write an approved seminar paper (3 credits)
- Complete a capstone experience (3 credits)

A more detailed discussion of these options follows.

Thesis

The thesis may be an outgrowth of a research course or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods and will demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial.

There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The thesis advisor will provide guidance regarding the site. The site may be accessed through the university's Karrmann Library.

Oral Examinations

Oral examinations are required of all students who choose the option of writing a thesis. In consultation with their thesis advisors, students shall arrange an examination date. The thesis committee shall conduct the oral examination, with the thesis advisor serving as chair.

Evaluation of Oral Examinations – The oral examination will be a defense of the student's thesis. The thesis advisor will submit the committee's evaluation, in writing, to the distance learning office. The distance learning office shall inform students of their performances.

Checklist for Completion of the Master's Thesis

- In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission.
- Prepare a thesis proposal. Typically, the thesis proposal includes the following:

1. An approval page to be signed by the advisor and committee members
 2. An introduction
 3. A statement of the problem
 4. Purpose of the study
 5. Hypothesis, if applicable
 6. Significance or implications of the study
 7. Assumptions necessary to undertake the study
 8. Delimitation of the study
 9. Method of approach including data sources, data gathering methods, and likely analyses
 10. General plan of organization
- If the proposed research will involve human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
 - The thesis advisor submits the thesis proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the Distance Learning office.
 - Register for “Thesis Research.”
 - Prepare the thesis with regular meetings with the thesis advisor.
 - Submit the completed thesis electronically to the thesis advisor; the thesis advisor will submit the thesis for review to the committee.
 - Thesis advisor, in consultation with the student, schedules the thesis oral examination.
 - Thesis advisor certifies that the oral examination has been successfully completed. The certification is provided to the Distance Learning office.
 - Thesis advisor submits electronically to the School of Graduate Studies office the completed thesis (with signatures).

Seminar Paper

Unlike a thesis, the seminar paper need not be a report of original and independent research. It must demonstrate, however, the student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper advisor will provide guidance regarding the site. The site may be accessed through the university’s Karrmann Library.

Checklist for Completion of the Master’s Seminar Paper

- In consultation with the program advisor, the student proposes a seminar paper and a seminar paper advisor.

- Prepare a seminar paper proposal. Typically, the proposal includes the following:
 1. An approval page to be signed by the advisor
 2. An introduction
 3. A statement of the problem
 4. Purpose of the study
 5. Hypothesis, if applicable
 6. Significance or implications of the study
 7. Method of approach, if applicable, including data sources, data gathering methods, and likely analyses
 8. General plan of organization
- If the proposed research involves human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
- Advisor submits the seminar paper proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the Distance Learning Center.
- Register for “Seminar Paper Research.”
- Prepare the seminar paper with regular meetings with the seminar paper advisor.
- Submit the completed seminar paper electronically to the seminar paper advisor for review.
- Advisor submits electronically to the School of Graduate Studies the completed seminar paper (with signature).

Capstone Experience

Some programs require the completion of a capstone experience as a final project for the degree. This capstone course allows students to demonstrate their knowledge through a project that is a culmination of the experience gained in the program. Students must receive approval from their program coordinator for the capstone project.

Graduate Paper Style and Format

The thesis or seminar paper should follow one of three adopted manuals:

- *A Manual for Writers of Term Papers, Theses and Dissertation*, Katie L. Turabian
- *Modern Language Association Handbook for Writers of Research Papers*
- *The Publication Manual of the American Psychological Association*

or any style approved by the major department.

Tuition, Fees, and Expenses

Tuition

Because tuition charges are subject to change, current figures cannot be published in a two-year catalog. For current tuition rates, visit www.uwplatt.edu/distance-education.

Textbooks

Textbook information is provided at the time of registration. Students must have textbook(s) prior to the first day of class. Be sure to match the title, author, edition, and ISBN to ensure purchasing the correct textbook. International editions may not be compatible with courses.

Academic Procedures

Course Incompletes

An Incomplete (I) may be given when a student fails to complete all requirements for a course during the term of registration.

- With the exception of theses, any incomplete must be removed within six months from the end of the term in which the incomplete was awarded or the incomplete will become a Failure (F). At the discretion of the instructor, a single extension of six additional months may be granted if the student makes the request for the extension before the initial 6-month deadline.
- For theses, the incomplete must be removed within one year after the semester of registration unless an additional year is requested by the student and granted by the instructor.

Minimum Standard

Graduate credits in which a grade lower than a "C-" has been earned will not be counted toward a degree; however, these lower grades will be reflected in the student's grade point average.

Repeating Courses

Graduate students may repeat courses previously taken for graduate credit. Any repetition must have the approval of the student's advisor and the director of the School of Graduate Studies before or at the time of registration. A given course may be repeated once. The grade earned in the repetition of the course replaces the grade earned initially, even if the second grade is lower than the first grade. The initial grade remains on the record but is not reflected in the grade point average.

Dropping Courses/Refunds

Any student considering dropping a course should contact their advisor before dropping a course. The advisor will review the potential impact on financial aid and academic progress. To review the Distance Education Drop/Refund

policy, deadlines, and fees, visit www.uwplatt.edu/distance-education/withdraw-drop

Withdrawing from School

To be official, any withdrawal must be approved by the director of the School of Graduate Studies, the instructors concerned, the student's advisor, the director of financial aid, and the Distance Learning Center. Grades of "F" (failure) will be recorded in the case of unofficial withdrawals. All fees and assessments must be paid before a student will be granted official clearance. Students who withdraw after the end of the tenth week of a term must petition, in writing, the director of the School of Graduate Studies for permission to begin withdrawal procedures.

Retention, Probation, and Dismissal

A minimum 3.00 graduate grade point average is required to maintain full standing. If the overall grade point average drops below 3.00, the student is placed on probation. If after an additional 12 graduate credits, the student's grade point average remains below 3.00, the student will be dismissed.

Time Limitation

Graduate students are allowed seven years from the date of admission into a master's program to complete degree requirements. Extensions will be granted for unusual health conditions, fulfillment of military obligations, or other extenuating circumstances. Students may petition for an extension, in writing, to their graduate advisor. The graduate advisor will then inform the School of Graduate Studies, in writing, of his or her recommendation. The Director of the School of Graduate Studies will make the final decision.

Discontinuation of Inactive Students

Graduate students who are inactive (non-registration) after three academic years (fall/spring/summer) will be discontinued from their graduate program. Students may reapply for admission to the same or another graduate program. However, credits earned previously at the University of Wisconsin-Platteville may be applied to the student's graduate program only upon the approval of the student's advisor, the director/coordinator of the graduate program, and the director of the School of Graduate Studies.

Student Discipline

The Dean of Students handles matters involving students' rights and responsibilities. The Dean of Students responsibilities regarding discipline are two-fold: to ensure that students are treated fairly, and to see that students meet university policies and regulations. The Dean of Students is guided in this effort by Chapters 14, 17, and 18 of the Wisconsin Administrative Code and by those regulations specific to the University of Wisconsin-Platteville. Details regarding student disciplinary procedures and the conduct

expectations in chapters 14, 17, and 18 is located at www.uwplatt.edu/dean-students/student-conduct.

The university may discipline a student for academic misconduct, including any of the following or similar examples of false representation of a student's performance:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another (plagiarism)
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas (plagiarism)
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For complete details, review the policies at www.uwplatt.edu/dean-students/student-conduct.

Graduation

Approximately one month prior to starting the final semester, the student must notify his/her advisor of intent to graduate by e-mailing his/her full name, degree, and month and year of anticipated graduation.

The advisor will then send an intent to graduate memo to the Distance Learning Center, with a signed copy of the student's program plan, thereby confirming that the student meets all department requirements for graduation.

The file is reviewed to verify that all payments have been received, the official transcripts are on file, and graduate school requirements have been met. The student will receive a graduation packet informing him/her that in order to apply for graduation, he/she will need to do the following by the stated deadline:

- Deadlines: August graduates–May 30; December graduates–September 30; May graduates–January 30
- Make sure all debts have been cleared with the university prior to applying for graduation
- Complete any graduation deficiencies
- List course(s) for which the student is currently registered
- Complete the "File for Master's Degree Form" and mail the form and the \$40 graduation fee (checks may be made payable to UW-Platteville) to:

University of Wisconsin-Platteville Distance Learning Center, 1 University Plaza, Platteville, WI 53818-3099

When the student returns the "File for Master's Degree Form" and graduation fee to the Distance Learning Center, the fee is processed, and the student will receive a confirmation letter that verifies:

- how his/her name will appear on the diploma
- where the diploma will be mailed
- what degree he/she will be receiving

Information about the graduation ceremony, purchase of caps, master's hoods and gowns, tickets and other graduation activities will be sent to students approximately two months before graduation for those who want to participate in the graduation ceremony.

The student must contact the University Bookstore at the UW-Platteville Pioneer Student Center (608.342.1486) for assistance in ordering his/her cap, gown, tassel, and master's hood. Contact the bookstore for current costs and shipping charges.

The actual diploma is not given out at graduation—it will be mailed 8–10 weeks after graduation, providing all necessary grades are posted and financial obligations have been met.

Questions regarding graduation should be directed to the Distance Learning Center at 1.800.362.5460 or 608.342.1468.

Commencement

Students who complete the requirements for a master's degree are invited to be present at the following commencement. Degrees are not conferred until after graduation when grades are posted and the final graduation check has been performed.

Student Assistance Services

Financial Aid

www.uwplatt.edu/financial-aid

Financial aid is a complex area within student services that requires a great deal of specialized knowledge and information. An individual consultation with the Financial Aid Office is essential to understand the implications and proper procedures or options available. NOTE: Special Students and International Students are not eligible to receive financial aid.

Students admitted to a degree program (matriculated), may qualify for federal financial aid, including loans. Eligibility for loans will be determined after completion of the U.S. Department of Education's online financial aid application at www.fafsa.ed.gov. The priority date for filing is March 15 (not a deadline).

The process of determining eligibility for financial aid takes approximately eight weeks. To receive financial aid forms or to have financial aid questions answered, contact:

Financial Aid Office

Address: 204 Brigham Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Email: finaid@uwplatt.edu

Phone: 608.342.1836

In all correspondence with the Financial Aid office, students should indicate they are taking classes at a distance.

Educational loans are available to graduate students who are regular degree seeking students enrolled at least half-time (5 or more credits). Students enrolled as “special” are not eligible for financial aid. To be considered for loans, a student must complete the Free Application for Federal Student Aid. Apply online at www.fafsa.ed.gov.

Loans

For information on loans, please visit the Financial Aid web site at www.uwplatt.edu/finaid.

Veterans Benefits

www.uwplatt.edu/non-traditional-and-veterans/veterans

Graduate students who are eligible for educational entitlement from the Veterans Administration or from the Wisconsin Department of Veterans Affairs should contact the certifying official in 322 Royce Hall, 608.342.7351.

Services for Students with Disabilities

The goal of the University of Wisconsin-Platteville Distance Learning Center and the Services for Students with Disabilities Office is to create an accessible university community where students with disabilities can realize their full potential. We work with student, faculty, and staff to promote students’ independence and to ensure assessment of their abilities, not disabilities.

A student with a disability must provide the Distance Learning Center’s ADA liaison with current, relevant, and comprehensive documentation from a qualifying professional of a physical or mental impairment that substantially limits one or more major life activities.

If you are a current student, you must confirm that your VISA is up-to-date for the current academic school year.

If you will be requesting text in an alternative format as an approved academic accommodation, please have your textbooks sent to the Distance Learning Center at least eight weeks prior to the first day of classes.

For more information, contact the Distance Learning Center at 800.362.5460, or visit our website at www.uwplatt.edu/distance-education/disability-services.

Academic and Career Advising Center

Web-based recruiting is one method to match employers with potential employees. A free service is available to any currently enrolled, degree-seeking UW-Platteville undergraduate and graduate student through the *Pioneer Career Network* system. The first step is to access the UW-Platteville Pioneer Career Network webpage to register online: www.uwplatt.edu/acac/pcn-pioneer-career-network.

The new Alumni Career Services Program provides alumni flexibility in utilizing career services provided through the Academic and Career Advising Center by providing various service levels applicable to various stages of alums’ advanced career searches. To review the levels of participation and fees associated with services, please visit the following website: www.uwplatt.edu/acac/alumni-career-services.

The PCN system allows users to post a résumé as part of the initial registration process, edit their résumés at any time, search internship, co-op, and full-time employment opportunities, schedule campus interviews electronically, and track which companies have reviewed their résumés.

The Academic and Career Advising Center also invites distance learning students who are able to travel to campus to attend the bi-annual Career Fair events held in September and February. More information can be found on the Academic and Career Advising Center website.

If there are any problems or questions about the *Pioneer Career Network* system, résumés, or interviewing, don’t hesitate to contact the Academic and Career Advising Center.

Academic and Career Advising Center

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Phone: 608.342.1183

Fax: 608.342.1172

Email: acac@uwplatt.edu

Website: www.uwplatt.edu/acac

Transcripts

The University of Wisconsin-Platteville transcript is a complete academic record of a student’s enrollment at the university. Maintained by the office of the Registrar, the transcript is a complete history of undergraduate or graduate level courses attempted and grades earned. Courses include those taken at UW-Platteville, transfer coursework evaluated by the university, and advance standing credits. Your semester grade point average and academic standing is shown after each term. The transcript also includes any earned degrees including the majors and minors completed.

Current students can view their unofficial transcripts in the Pioneer Administrative Software System (PASS). Students who are no longer enrolled may only request official copies of their transcripts.

As of February 1, 2014 UW-Platteville retained Credentials Inc. to accept transcript requests over the internet. Both your date of birth and student ID number or Social Security number are required within the request in order to locate your transcript information. Note: Undergraduate and Graduate Transcripts are separate records and must be requested on separate orders.

Only students may request their transcripts, except as prescribed in the Family Educational Rights and Privacy Act. Further information, including a transcript request form, may be found on the Office of the Registrar website at www.uwplatt.edu/registrar/transcripts.

Information Services

Distance Education Support at Elton S.

Karrmann Library

www.uwplatt.edu/library/distance-education-students

The Karrmann Library provides information resources support to distance learning faculty and students. The library's collections include 280,500 books, 90,800 government publications, subscriptions to 700 periodicals, 60 newspapers, and 1,040 other serial titles. In addition, the library offers over 100 subscription databases (many of which offer full text journal articles), 20,000 maps, 16,000 audiovisual materials, and 1,000,000 microforms. The library's webpage provides access to its catalogue, numerous electronic resources, and other research tools. Reference service is available on the main floor of the library, by telephone 608.342.1668, toll free 1.888.450.4632 or by email: Ask a Librarian! (www.uwplatt.edu/library) from the library's home page.

Master of Science in Criminal Justice

Cheryl Banachowski-Fuller, Program Director

Master of Science in Criminal Justice

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Phone: 608.342.1652

Fax: 608.342.1986

Email: criminaljstc@uwplatt.edu

Website: [mscj.uwplatt.edu/
master-of-science-in-criminal-justice](http://mscj.uwplatt.edu/master-of-science-in-criminal-justice)

Statement of Purpose

The Master of Science in Criminal Justice is a comprehensive and highly interactive online degree. It is designed for criminal justice and social service professionals who wish to continue their graduate education or who need additional knowledge and skills to advance to higher-level positions in their field. The program is also designed for those seeking an advanced degree as a prerequisite for entry into more specialized criminal justice positions.

Student Learning Outcomes

Graduates will:

1. Demonstrate advanced, in-depth knowledge of criminology and the criminal justice system;
2. Apply research and statistical methodology to policy issues in the criminal justice agency setting;
3. Exhibit effective communication skills in both formal and informal written communication;
4. Demonstrate organizational, managerial, and supervisory skills appropriate to criminal justice agencies;
5. Identify, analyze, and solve problems at the organizational, inter-organizational, or community levels;
6. Show advanced knowledge and skills in one of the three areas of emphasis.

Admission Requirements for Master of Science in Criminal Justice

Those seeking admission to the Master of Science in Criminal Justice program must have earned a bachelor's degree in criminal justice, criminology, or a related field from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA). If the degree is in an unrelated field, a minimum of three years of occupational experience in the field of criminal justice is required.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Students seeking admission should follow the instructions found in the online Admission Policies and Procedures section of this catalog. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from the degree-granting institution.

Applicants must submit (1) a detailed résumé, (2) letters of support from two professional sources who can comment on the student's ability to be successful in graduate coursework, (3) a personal statement of purpose and goals, and (4) a portfolio containing specific evidence of the student's writing skills.

The portfolio should be individualized for each applicant. It may consist of Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores; research projects undertaken as part of employment; journal articles or other written work; other related applicant-developed work, or specific undergraduate coursework in relevant areas; or other evidence that the applicant believes is relevant. Applicants may consult the Criminal Justice Graduate Program director (criminaljstc@uwplatt.edu) for advice about what to submit.

All application material will be reviewed by the Criminal Justice Department Admission Committee. Recommendation for admission will be based on demonstrated ability to

perform graduate work, including theoretical and statistical coursework, based upon the professional judgment of the Admission Committee.

Students who do not qualify for admission in full standing may be admitted on trial enrollment, which must be justified by the admitting department and approved by the Director of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements. Extensions may be granted for extenuating circumstances.

Special Students

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. A maximum of 12 credits may be taken as a special student.

Curriculum

The Master of Science in Criminal Justice is awarded upon successful completion of 30 credits: 15 credits of required courses and 15 credits of electives.

With the help of an academic advisor, a student will develop an academic program plan consistent with specific goals from one of the three emphasis areas:

- Criminal Justice Theory - This emphasis is appropriate for those who want to continue graduate education in a Ph.D. program, teach at a two-year college, or embark on a career in governmental research.
- Criminal Justice Management - This emphasis is appropriate for those seeking promotion to supervisory or administrative positions.
- Victim and Offender Services - This emphasis is designed for those interested in working with crime victims, juveniles, probation and parole clients, or providing services in institutional or community-based settings

All courses are three credits unless otherwise noted.

Required Courses (Core Courses) (15 credits)

- CRIMLJUS 7030 Criminal Justice Systems
- One of the following two courses
 1. CRIMLJUS 7130 Criminal Justice Research and Statistical Methods OR
 2. CRIMLJUS 7730 Evaluation and Program Analysis in Criminal Justice System
- CRIMLJUS 7230 Criminological Theory
- CRIMLJUS 7330 Law as Social Control
- One of the following two courses
 1. CRIMLJUS 7920 Seminar Research Paper OR
 2. CRIMLJUS 7990 Thesis Research

Elective Courses (15 credits)

In addition to the required core courses listed above, students must complete 15 credits of elective graduate courses in areas appropriate to the emphasis. With the help of an

academic advisor, students develop an academic program plan consistent with specific goals from one of the three emphasis areas. Electives currently identified are listed below. Additional electives may be available through transfer and/or other arrangements. Contact the program coordinator for more information.

- CRIMLJUS 6030 Criminal Law
- CRIMLJUS 6330 Criminal Procedure and Evidence
- CRIMLJUS 7120 Policing in a Democratic Society
- CRIMLJUS 7310 Perspectives on Child Maltreatment and Child Advocacy
- CRIMLJUS 7430 Victimology
- CRIMLJUS 7520 Civil Liabilities in Criminal Justice Agencies
- CRIMLJUS 7530 Criminal Justice Administration
- CRIMLJUS 7630 Contemporary Correctional Systems: Institutional and Community-Based Corrections
- CRIMLJUS 7880 Criminal Justice Internship
- CRIMLJUS 7980 Independent Study in Criminal Justice (1-4 credits)
- POLISCI 5830 Civil Liberties
- PSYCHLGY 7030 Psychology in the Criminal Justice System
- PSYCHLGY 7230 Crisis Intervention Theory
- PSYCHLGY 7330 Theories of Personality in the Criminal Justice System
- PSYCHLGY 7430 Abnormal Psychology in a Dangerous World
- PSYCHLGY 7980 Independent Study in Psychology (1-4 credits)
- BUSADMIN 5030 Compensation Management
- BUSADMIN 5340 Management, Gender and Race
- BUSADMIN 5530 Organizational Behavior
- COUNSPSY 7130 At Risk Youth

Courses are continuously being developed to provide knowledge and expertise in high demand.

Certificate in Child Advocacy Studies

The Child Advocacy Studies (CAST) certificate is designed to prepare students for the realities of child protection and serve the needs of learners specifically interested in professions that work directly with or among maltreated children. It's specifically tailored for students who intend to pursue careers in law enforcement and as child protection professionals, victim witness workers, lawyers, school social workers and treatment providers.

The Cast certificate meets the mission of the National Child Protection Training Center (NCPTC), funded by the U.S. Department of Justice to end child abuse in the United States. In recognition of UW-Platteville students' contribution to its mission, the NCPTC will recognize the UW-Platteville CAST certificate by including its logo on each awarded UW-Platteville CAST certificate.

To obtain a certificate, students must:

- Achieve a minimum grade of “C” in each course from the certificate program
- Complete the certificate with a minimum GPA of 3.00
- Request a certificate from the Distance Learning Center within one year upon completion of the final course of the certificate

To earn the certificate, students must complete the following three graduate courses:

- CJ 7310 Perspectives on Child Maltreatment and Child Advocacy
- CJ 7430 Victimology
- CJ 7880 Internship in Criminal Justice (CAST Internship) OR
CJ 7980 Independent Study in Criminal Justice (CAST Project)

Graduate Diploma in Criminal Justice

The Graduate Diploma in Criminal Justice is designed to serve criminal justice and social service professionals who need additional knowledge and skills to advance to higher levels in their profession. The Diploma in Criminal Justice is offered entirely online-no campus visits are required. The diploma is awarded upon the successful completion of the five required courses identified above as core courses for the Master of Science in Criminal Justice. For individuals wanting to go beyond the diploma, the core graduate courses for the diploma meet the core requirements for the Master of Science in Criminal Justice.

Students must complete all of the required courses for the Graduate Diploma in Criminal Justice from the University of Wisconsin-Platteville to be eligible to receive the diploma. Transfer courses may not be applied to the diploma program.

For admission requirements, registration instructions, course descriptions, tuition rate, and a long-term course rotation schedule, visit our website at www.uwplatt.edu/distance-education.

Master of Science in Distance Education Leadership

Julie Hewitt, Program Coordinator

Master of Science in Distance Education Leadership

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Phone: 608.342.1524

Email: kimble@uwplatt.edu

Website: www.uwplatt.edu/distance-education/online-master-distance-education-leadership

Statement of Purpose

The Master of Science in Distance Education Leadership program prepares graduates to assume mid-level and senior responsibilities for planning, directing, implementing, evaluating, researching and managing distance education programs. Courses on the program prepare graduates to move from the frontline in distance education to more advanced supervisory positions. While its focus is higher education, professionals in K–12 distance education, corporate, and military environments will also benefit from the Master of Science in Distance Education Leadership. Students will be able to choose from electives that focus on course design and management, technology, talent development, research and assessment, project management, finance, critical issues in the field, and more.

Student Learning Outcomes

Graduates of the program will

1. Develop an understanding and gain ability to manage the scope, breadth, and function of distance education
2. Apply advanced knowledge of distance education history, systems, and elements to the development, management and leadership associated with distance education programs.
3. Employ qualitative and quantitative research techniques to support evidence based leadership and management practices.
4. Demonstrate leadership skills associated with developing, maintaining, evaluating and expanding distance education opportunities.
5. Evaluate distance education systems including for example, provision of learner and faculty support, to improve distance education programs and practices.
6. Analyze issues, challenges and opportunities associated with distance education systems.
7. Create new and innovative solutions to teaching and learning at a distance with technology through informed evidence based leadership practice to shape the future of distance education.
8. Experience and evaluate instruction through various forms of distance education delivery methods.

Introduction

The Master of Science in Distance Education Leadership (MSDEL) is an online program designed to accommodate the needs of working adults who want to pursue a degree while employed. The program is open to anyone who holds a bachelor’s degree from an accredited institution and has the desire to learn about distance education leadership. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills required for managing distance education programs while earning graduate credits toward an advanced degree.

Admission Requirements for Master of Science in Distance Education Leadership

Those seeking admission to the Master of Science in Distance Education Leadership program must have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA). International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or higher, or 2.90 on the last 60 credits from the degree-granting institution. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting department and approved by the Director of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Students seeking admission should follow the instructions found in the Online Admission Policies and Procedures section of this catalog.

Special Students

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. Go to the UW-Platteville Distance Education website (www.uwplatt.edu/distance-education) for application information. A maximum of 12 credits may be taken as a special student.

Master of Science in Engineering

Jill Clough, Program Coordinator
Master of Science in Engineering

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Phone: 608.342.1686

Fax: 608.342.1566

Email: engineering@uwplatt.edu

Website: www.uwplatt.edu/distance-education/online-master-science-engineering

Statement of Purpose

The Master of Science in Engineering program provides high-quality, online development opportunities in mathematics, engineering communications, computer applications, management, and select engineering topics.

Student Learning Outcomes

Graduates will:

1. Demonstrate effective technical, business, and client communication skills;

2. Apply engineering management practices;
3. Contribute to the solution of engineering problems as a member of a local, regional, or international team;
4. Demonstrate advanced competence in at least one technical emphasis area;
5. Demonstrate application of mathematics or statistics for solving engineering, management, or business problems;
6. Use technique, skills, and modern engineering tools necessary for engineering practice;
7. Recognize and respond appropriately to ethical situations.

Introduction

The Master of Science in Engineering (MSENGR) degree is a rigorous technical program which draws on students' existing knowledge of engineering theory and mathematics, and practical engineering experience. The program requires 30 credits of advanced course work. No thesis is required. All course work is delivered online.

The program includes core competency courses in mathematics, computer applications, engineering communications, and engineering management. Each student additionally completes a technical emphasis. Currently, students may select an emphasis in engineering design, application in engineering management, control systems, or structural/geotechnical engineering.

Admission Requirements for Master of Science in Engineering

Those seeking admission to the Master of Science in Engineering program must have earned a bachelor's degree in engineering or a related field from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation. If the bachelor's degree is in a field other than engineering, applicants may be asked to complete prerequisite courses. International degrees will be evaluated on an individual basis.

To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from the degree-granting institution. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting department and approved by the director of the School of Graduate Studies.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Students seeking admission to the program should follow the instructions found in the Online Admission Policies and Procedures section of this catalog.

Special Students:

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. A maximum of 12 credits may be taken as a special student. Completing courses as a special student does not ensure that the student will be admitted to the program.

Curriculum

The Master of Science in Engineering is earned upon the successful completion of degree requirements. A total of 30 graduate credits, as outlined below, are required. For admission requirements, registration instructions, course descriptions, tuition rate, and a long-term course rotation schedule, visit our web site at www.uwplatt.edu/distance-education.

All courses are three credits unless otherwise noted. Courses that are cross-listed in more than one section cannot be counted twice.

Section A: Core Courses

One course must be taken from each of the following areas:

Mathematics:

- ENGRG 5030 Linear Algebra
- ENGRG 6050 Applied Statistics

Computer Applications:

- ENGRG 7030 Simulation Modeling of Engineering Systems
- ENGRG 7070 Optimization with Engineering Applications

Technical Communications:

- ENGRG 5000 Engineering Communications

Engineering Management:

- ENGRG 7800 Engineering Management

Section B: Technical Emphasis Courses

Students must choose one of the four technical emphasis areas: Engineering Design, Applications in Engineering Management, Control Systems, or Structural/Geotechnical Engineering. The specific requirements for each emphasis are listed below.

Engineering Design:

The Engineering Design emphasis may be completed by selecting a total of nine credits from the courses below.

- ENGRG 7030 Simulation Modeling of Engineering Systems
- ENGRG 7070 Optimization with Engineering Applications
- ENGRG 7510 Design of Experiments
- ENGRG 7520 Design for Manufacturability
- ENGRG 7540 Advanced Finite Element Method
- ENGRG 7550 Product Design and Development

Applications in Engineering Management:

The Applications in Engineering Management emphasis may be completed by selecting a total of nine credits from the courses below.

- ENGRG 7810 Advanced Production and Operations Analysis
- ENGRG 7820 Quality Engineering and Management
- ENGRG 7830 Advanced Cost and Value Analysis
- ENGRG 7840 Systems Engineering Management
- ENGRG 7850 Taguchi Method of Designing Experiments
- ENGRG 7860 Continuous Improvement With Lean Principles

Control Systems:

The Control Systems emphasis may be completed by selecting a total of nine credits from the courses below.

- ENGRG 7310 Control Systems Engineering
- ENGRG 7320 Modern Control Systems
- ENGRG 7340 Digital Control Systems

Structural/Geotechnical Engineering:

The Structural/Geotechnical Engineering emphasis may be completed by selecting ENGRG 5030 Linear Algebra to complete the mathematics requirement, then taking ENGRG 7540, Advanced Finite Element Method (or an equivalent course), and finally completing 15 additional credits from the list below including at least one Structural Engineering (Str) course and one Geotechnical Engineering (Geo) course. Nine credit hours must be from the Geotechnical (Geo) emphasis and must be completed in sequential order.

- ENGRG 6230 Structural Steel Design with LRFD (Str)
- ENGRG 7220 Dynamics of Structures (Str)
- ENGRG 7260 Advanced Shallow Foundation Design with LRFD Application(Geo)
- ENGRG 7270 Advanced Deep Foundation Design with LRFD Applications (Geo)
- ENGRG 7280 Geosynthetics Engineering (Geo)
- ENGRG 7290 Earth Retaining Structures: Design, Analysis and LRFD (Geo)

Section C: Elective Courses

Students completing an emphasis in Engineering Design, Applications in Engineering Management, or Control Systems must select a total of nine elective credits. Courses listed in Sections A and B which were not previously used to satisfy other requirements may be taken as electives. In addition, the courses listed below may be taken as electives. Additional electives may be available through transfer and/or other arrangements. Contact and academic advisor or the program coordinator for more information.

- ENGRG 7930 Special Topics in Engineering (1-3 credits)
- ENGRG 7980 Independent Study in Engineering (1-3 credits)

- PM 7010 Project Management Techniques I
- PM 7020 Project Management Techniques II
- ISCM 7100 International Supply Chain Management/BUSADMIN 6100 Supply Chain Management

Certificate in Engineering Management

A 12-credit Certificate in Engineering Management is available for people who want to expand their knowledge in engineering management related areas, but are not currently pursuing a master's degree. Credits earned for the certificate can later be applied toward the Master of Science in Engineering.

The Certificate in Engineering Management is comprised of four courses. Each course is worth three credits. These courses allow individuals to gain knowledge in areas that will assist them most in their professional situation.

Required courses:

- ENGRG 7800 Engineering Management

Choose three additional courses from those listed below.

- ENGRG 6050 Applied Statistics
- ENGRG 7810 Advanced Production and Operations Analysis
- ENGRG 7820 Quality Engineering and Management
- ENGRG 7830 Advanced Cost and Value Analysis
- ENGRG 7840 Systems Engineering Management
- ENGRG 7850 Taguchi Method of Designing Experiments (Prereq: ENGRG 6050 Applied Statistics)
- ENGRG 7860 Continuous Improvement With Lean Principles
- PM 7010 Project Management Techniques I

Students must complete all of the required courses for this certificate from the University of Wisconsin-Platteville to be eligible to receive the certificate. Transfer courses cannot be applied to the certificate program.

Certificate in Geotechnical Engineering

A certificate in Geotechnical Engineering is available for people who want to expand their knowledge in Geotechnical skills. This certificate allows individuals to gain knowledge in the area that will assist them most in their professional situation. Credits earned for the certificate can later be applied toward the Master of Science in Engineering degree. The certificate is comprised of 12 credits (four courses). Each course is worth three credits.

Required courses:

- ENGRG 7260 Advanced Shallow Foundation Design with LRFD Application
- ENGRG 7270 Advanced Deep Foundation Design with LRFD Applications
- ENGRG 7280 Geosynthetics Engineering
- ENGRG 7290 Earth Retaining Structures: Design, Analysis and LRFD

Certificate in Structural/Geotechnical Engineering

A certificate in Structural/Geotechnical Engineering is available for people who want to expand their knowledge in the area which will assist them in their career. Credits earned for the certificate can later be applied toward the Master of Science in Engineering degree. Each course is worth three credits.

The certificate is earned by completing 12 credits consisting of two required and two additional courses from those listed below.

Required courses:

- ENGRG 6230 Structural Steel Design w/LRFD
- ENGRG 7220 Dynamics of Structures

Choose two additional courses from those listed below.

- ENGRG 7260 Advanced Shallow Foundation Design with LRFD Application
- ENGRG 7270 Advanced Deep Foundation Design with LRFD Applications
- ENGRG 7280 Geosynthetics Engineering
- ENGRG 7290 Earth Retaining Structures: Design, Analysis and LRFD

Master of Science in Integrated Supply Chain Management

David Heimerdinger, Program Coordinator
Master of Science in Integrated Supply Chain Management

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Website: www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management

Statement of Purpose

The purpose of the Master of Science in Integrated Supply Chain Management is to produce graduates capable of filling the growing need for supply chain managers in industries that rely on complex, global, and highly technologized supply chains. This interdisciplinary program was created through collaboration of the Business and Accounting, Industrial Studies, and Mechanical and Industrial Engineering departments.

Student Learning Outcomes

Graduates will:

1. Develop an understanding of the scope, breadth, and function of an integrated supply chain.
2. Acquire an appreciation for and understanding of the perspectives from the different disciplines of an integrated supply chain.
3. Demonstrate advanced competencies in one of the focus areas of integrated supply chain management.
4. Appreciate the challenges of scheduling and executing a plan through an integrated supply chain, including but not limited to: procurement, production, and resources.
5. Have the ability to assess and understand the complexity of costs throughout the supply chain.
6. Have the ability to acquire and analyze pertinent supply chain data from computer information systems.
7. Demonstrate collaboration, innovation, effective communication, and leadership skills of a supply chain professional.
8. Have the ability to discern and act upon opportunities for improvement across the focus areas of the supply chain.

Introduction

The Master of Science in Integrated Supply Chain Management is an online program designed to accommodate the needs of working adults who want to pursue a degree while remaining employed. The degree program is open to persons who hold a bachelor's degree from an accredited institution in business administration, industrial technology management, industrial engineering, or a related field.

The program provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the skills needed to manage today's supply chain while earning graduate credits toward an advanced degree. The curriculum of this program analyzes the supply chain from three different perspectives. This integrated approach examines the interplay and coordination of business, industrial studies, and engineering while providing students with real-world capabilities.

Admission Requirements for Master of Science in Integrated Supply Chain Management

Those seeking admission to the Master of Science in Integrated Supply Chain Management must have earned a bachelor's degree from a nationally or regionally accredited institution in business administration, industrial technology management, industrial engineering, or a related field. International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from

the degree-granting institution. Graduates of accredited institutions with degrees in other fields may be eligible for admission if they demonstrate extensive work experience in one of the areas of emphasis.

Students who do not qualify for admission in full standing may be admitted on a trial enrollment if recommended by the admitting department and approved by the director of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Applicants should follow the instructions found in the Online Admission Policies and Procedures section of this catalog.

Special Students

Students who have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation may register as a Special Student. Students will receive academic credit for courses taken while on this status. Students can be considered for admission into a degree program if they maintain a 3.00 grade point average in all graduate-level work and all other admission requirements are met. With the program area advisor's approval, students may transfer up to 12 credits earned at UW-Platteville into a degree program. All graduate-level work will be included in computing a student's GPA.

Curriculum

The Master of Science in Integrated Supply Chain Management is earned upon the successful completion of 30–33 credit hours (total varies depending upon foundation courses that are required based on the student's approved degree plan). All courses are three credits unless otherwise noted.

Foundation Courses (Required)

- BUSADMIN 6100 Supply Chain Management (prerequisite to ISCM 7100)
- ISCM 7100 International Supply Chain Management

Core Competencies (Required)

Analysis:

- ENGRG 7820 Quality Engineering and Management

Purchasing:

- BUSADMIN6160 Purchasing Management

Management:

- OCL 7330 Organizational Change Leadership: Theory and Practice

Operations:

- INDUSTDY 6950 Production Planning and Control

Logistics:

- ISCM 7500 Supply Chain Logistics

Customer Relations:

- ISCM 7700 Customer Relationship Management

Advanced Requirement

One capstone course is required and should be taken the last semester.

- ISCM 7840 Integrated Supply Chain Management Capstone OR
ISCM 7920 Seminar Paper OR
ISCM 7990 Thesis Research

Areas of Emphasis

Students must complete one area of emphasis by taking a **minimum of 6 credits** in a chosen area. Students can complete additional classes, if necessary, to reach the number of credits required for graduation.

Analysis:

- ENGRG 6050 Applied Statistics
- ENGRG 7030 Simulation Modeling of Engineering Systems
- ENGRG 7070 Optimization with Engineering Applications
- ENGRG 7510 Design of Experiments
- ENGRG 7850 Taguchi Method of Designing Experiments

OR

Management:

- BUSADMIN 7110 Management Decision Analysis
- BUSADMIN 7540 Advanced Quality Management
- ENGRG 5000 Engineering Communications
- ENGRG 7800 Engineering Management
- INDUSTDY 7000 Research Methodology
- PHILSPHY 7530 Business Ethics

Purchasing:

- ISCM 7610 Outsourcing
- PROJMGMT 7050 Project Procurement Management

Operations:

- ENGRG 7520 Design for Manufacturability
- ENGRG 7550 Product Design and Development
- ENGRG 7810 Advanced Production and Operations Analysis
- ENGRG 7830 Advanced Cost and Value Analysis
- ENGRG 7840 Systems Engineering Management
- ENGRG 7860 Continuous Improvement with Lean Principles
- INDUSTDY 5950 Industrial Design for Production

Logistics:

- ISCM 7510 Import/Export
- ISCM 7520 Warehouse and Distribution Management

Customer Relations:

- Check the Distance Education website at www.uwplatt.edu/distance-education for availability.

**Course subject to final approval by the Graduate Council.*

Integration

Of the 30-33 credits to graduate, students must take at least six from each of three disciplines.

- Business (BUSADMIN and selected ISCM courses)
- Engineering (ENGRG and selected ISCM courses)
- Industrial Studies (INDUSTDY and selected ISCM courses)

Graduate Level Study

A minimum of 30 graduate-level credits are required, including 21 credit hours at the 7000 level.

The curriculum is regularly updated to ensure its relevance. See the program webpage at www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management for the most current information.

Master of Science in Organizational Change Leadership

Caryn Stanley, Program Coordinator

Master of Science in Organizational Change Leadership

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Statement of Purpose

The Master of Science in Organizational Change Leadership prepares graduates to fill leadership positions which require strategic change management. A graduate degree in organizational change leadership will specifically allow students to move from front-line positions in the field, which often require an undergraduate degree, to more advanced administrative positions. This major will fill a growing need within the ranks of middle and upper management as worldwide change and, in particular, change within the business environment increase at an exponential speed.

The Master of Science in Organizational Change Leadership is an integrated degree addressing such issues as the nature of change, the change process, establishing the change vision, the origins of resistance, assessing readiness for change, communication strategies, assessing stakeholders, and sustaining change.

Student Learning Outcomes

Graduates of the program will:

1. Develop an understanding of the scope, breadth, and function of organizational change.
2. Acquire an appreciation and understanding of different perspectives from different disciplines of organizational change.
3. Appreciate the challenges of scheduling and executing a plan through an integrated organizational change.
4. Assess and understand the hidden costs of organizational change.
5. Acquire and analyze pertinent data from computer information systems.
6. Demonstrate the collaborative style, innovative spirit, effective communication, and leadership skills of an organizational change professional.
7. Discern and act upon opportunities for improvement across the organization.
8. Identify the need to understand ethics, culture, and societal implications as part of the change process.

Introduction

The Master of Science in Organizational Change Leadership is an online program designed to accommodate the needs of working adults who want to pursue a degree while remaining employed. The program is open to persons who hold a bachelor's degree from an accredited institution and have the desire to learn about organizational change leadership. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills required for managing today's workplace while earning graduate credits toward an advanced degree.

Admission Requirements for Master of Science in Organizational Change Leadership

Those seeking admission to the Master of Science in Organizational Change Leadership must have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation. International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or higher, or 2.90 on the last 60 credits from the degree-granting institution. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting department and approved by the director of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Students seeking admission should follow the instructions found in the Online Admission Policies and Procedures section of this catalog.

Special Students

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. Go to the UW-Platteville Distance Education website (www.uwplatt.edu/distance-education) for application information. A maximum of 12 credits may be taken as a special student.

Curriculum

The Master of Science in Organizational Change Leadership is earned upon the successful completion of 30 credit hours. All courses are three credits unless otherwise noted.

Core Courses (18 credits)

- OCL 7330 Organizational Change Leadership: Theory and Practice
- ACCTING 7000 Managerial Accounting
- MEDIA 7330 Organizational Communication
- OCL 7200 Strategic Thinking and Planning
- BUSADMIN 5530 Organizational Behavior
- OCL 7840 Capstone

Organizational Change Leadership Elective Courses (15 credits)

- BUSADMIN 5540 Quality Management OR BSAD 7540 Advanced Quality Management
- BUSADMIN 5500 Employee Training and Development
- BUSADMIN 5740 Consumer Behavior
- INDUSTRY 7000 Research Methods
- OCL 7380 Conflict Resolution and Negotiation
- OCL 7400 Creative Problem Solving
- OCL 7410 Intercultural Change Management
- OCL 7500 Organizational Development
- OCL 7530 Organizational Theory
- OCL 7600 Change Leadership in Healthcare
- OCL 7920 Seminar paper Research
- OCL 7940 Special Topics
- OCL 7980 Independent Study
- OCL 7990 Thesis Research
- PHLSPHY7530 Business Ethics
- PROJMGMT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams

Writing Requirement

Students in the Master of Science in Organizational Change Leadership must satisfy the writing requirement of their degree program by completing one of the following:

- Write an approved thesis (3–6 credits)
- Write an approved seminar paper (3 credits)

- Complete a “capstone” experience (3 credits)

Papers for the Master of Science in Organizational Change Leadership program must follow APA Style. Students should consult with the program coordinator for additional guidelines for the writing requirement.

Certificate in Organizational Change Leadership

An online certificate in Organizational Change Leadership will be available, beginning summer 2012. The certificate is designed for students who want a strong foundation in basic organizational change leadership skills, but are not currently pursuing the MS in Organizational Change Leadership. The credits earned for the certificate can be applied toward the master’s degree in Organizational Change Leadership for those who apply and are accepted into the degree program. The certificate is comprised of three courses. Each course is worth three credits.

- BUSADMIN 5530 Organizational Behavior
- OCL 7200 Strategic Thinking and Planning
- OCL 7330 Organizational Change Leadership: Theory and Practice

Students must complete all of the required courses for this certificate from the University of Wisconsin-Platteville to be eligible to earn the certificate. Transfer courses may not be applied to the certificate program.

Master of Science in Project Management

D.W. (Bill) Haskins, Program Coordinator
Master of Science in Project Management

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Statement of Purpose

The purpose of the Master of Science in Project Management is to serve graduate students in the online environment by improving their business and project management competencies, providing them with professional development opportunities as project management practitioners, and enhancing their prospects for continued advancement in their chosen industry or field of endeavor.

Student Learning Outcomes

Graduates will:

1. Describe and apply the various project management knowledge areas and process groups identified in *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*;
2. Demonstrate effective electronic, verbal, and written communication skills;
3. Apply interpersonal skills in the project environment;
4. Analyze the benefits of and develop appropriate strategies for diversity in the project environment;
5. Apply ethical business principles in the project environment;
6. Initiate, plan, execute, and close out a project utilizing project management concepts.

Introduction

The Master of Science in Project Management is an online program designed to satisfy the needs of working adults who want to pursue a degree while remaining employed. The non-thesis degree program is open to anyone who holds a bachelor’s degree from an accredited institution, who meets admission requirements, and who has the desire to learn about project management. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills that are needed in managing today’s workplace while earning graduate credits toward an advanced degree. The curriculum is mapped to the *PMBOK® Guide*, which forms the foundation needed to obtain the Project Management Professional (PMP)® credential. The Master of Science in Project Management is accredited by GAC-The PMI Global Accreditation Center, which is a widely accepted ‘gold standard’ in project management education. UW-Platteville is also a PMI Global Registered Education Provider. Each three-credit course is equivalent to 45 Professional Development Units toward maintenance of the PMP® credential.

Admission Requirements for Master of Science in Project Management

Those seeking admission to the Master of Science in Project Management must have earned a bachelor’s degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA). International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from the degree-granting institution. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting department and approved by the director of the School of Graduate Studies. Students are allowed seven years from the date of admis-

sion into the program to complete degree requirements; extensions may be granted for extenuating circumstances. Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Applicants should follow the instructions found in the Online Admission Policies and Procedures section of this catalog.

Special Students

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. A maximum of 12 credits may be taken as a special student.

Curriculum

The Master of Science in Project Management is earned upon the successful completion of 30–36 credit hours (total varies depending upon how many business foundation courses are required based on the student's approved degree plan). All courses are three credits unless otherwise noted.

Business Foundation Courses (0–9 credits as identified in student's approved degree plan)

- ACCTING 7000 Managerial Accounting
- BUSADMIN 5530 Organizational Behavior
- MEDIA 5010 Business Communication

Project Management Core Courses (15 credits)

- PROJMGMT 7010 Project Management Techniques I
- PROJMGMT 7020 Project Management Techniques II
- PROJMGMT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams OR MEDIA 7330 Organizational Communication
- PROJMGMT 7080 Project Scope Management OR BUSADMIN 7540 Advanced Quality Management
- PROJMGMT 7840 Project Management Capstone*

* With the program coordinator's approval, PROJMGMT 7920 Seminar Research or PROJMGMT 7990 Thesis Research may be substituted for PROJMGMT 7840. Both options require adequate preparation in scholarly research and formal writing, such as INDSTDY 7000 Research Methods.

Elective Courses (12-15 credits)

Select elective courses with the assistance of an academic advisor. Electives currently identified are listed below. Additional electives may be available through transfer and/or other arrangements. Contact the program coordinator for more information.

- BUSADMIN 5030 Human Resource Management
- BUSADMIN 5100 Compensation Management
- BUSADMIN 5340 Management, Gender, and Race
- BUSADMIN 5500 Employee Training and Development

- BUSADMIN 5540 Quality Management
- BUSADMIN 5620 Corporate Finance
- BUSADMIN 5650 International Finance
- BUSADMIN 5720 International Marketing
- BUSADMIN 5740 Consumer Behavior
- BUSADMIN 6100 Supply Chain Management
- BUSADMIN 6200 Employee Recruitment and Selection
- BUSADMIN 6330 Labor-Management Relations
- BUSADMIN 6630 Marketing Management
- BUSADMIN 7110 Management Decision Analysis
- BUSADMIN 7540 Advanced Quality Management*
- ENGRG 6050 Applied Statistics
- ENGRG 7810 Advanced Production and Operations Analysis
- ENGRG 7830 Advanced Cost and Value Analysis
- ENGRG 7850 Taguchi Method of Designing Experiments
- INDSTDY 7000 Research Methods
- ISCM 7100 International Supply Chain Management
- MEDIA 5800 Meeting and Event Management
- MEDIA 7330 Organizational Communication*
- OCL 7330 Organizational Change Leadership: Theory and Practice
- PHLSPHY 7530 Business Ethics
- PROJMGMT 7030 Project Risk Management
- PROJMGMT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams*
- PROJMGMT 7050 Project Procurement Management
- PROJMGMT 7060 Advanced Tools and Techniques for Project Management
- PROJMGMT 7070 Program Management
- PROJMGMT 7080 Project Scope Management*
- PROJMGMT 7090 Agile Methods in Project Management
- PROJMGMT 7100 Legal Environment of Meetings
- PROJMGMT 7120 Project Portfolio Management
- PROJMGMT 7920 Seminar Paper Research
- PROJMGMT 7940 Special Topics in Project Management (1–3 cr)
- PROJMGMT 7980 Independent Study in Project Management (1–4 cr)
- PROJMGMT 7990 Thesis Research (3 cr)

* Available as an elective course if not selected for core category

The curriculum is regularly updated to ensure its relevance to today's project managers.

Certificates in Project Management

UW-Platteville offers two online project management certificates—The Certificate in Project Management and the Advanced Certificate in Project Management as described below. These certificates are distinct from the Master of Science in Project Management, but credit earned for them

may be applied toward completion of the MSPM degree. To earn a certificate, students must complete all of the required courses through UW-Platteville. All courses must be taken under the direction of University of Wisconsin-Platteville faculty. Transferred courses and course substitutions are not allowed.

To obtain a certificate, students must

- Achieve a minimum grade of “C-” in each course for the certificate program
- Complete the certificate courses with a minimum overall GPA of 3.00
- Request a certificate from the Distance Learning Center within one year upon completion of the final course in the certificate

Certificate in Project Management

This certificate is designed for people who want a solid foundation in basic project management skills but are not currently pursuing the Master of Science in Project Management. The credits earned for the certificate can be applied toward the master’s degree for those who apply and are accepted into the degree program. The Certificate in Project Management is comprised of three courses. Each course is worth three credits. Students may enroll in these courses as a Special Student.

- PROJMG 7010 Project Management Techniques I
- PROJMG 7020 Project Management Techniques II
- BUSADMIN 5540 Quality Management OR BUSADMIN 7540 Advanced Quality Management

Together, the courses in this certificate address the various process groups and knowledge areas of *A Guide to the Project Management Body of Knowledge* and provide many of the competencies needed to prepare for the Project Management Professional Certification Examination. For more information on the Project Management Institute and the PMP® Certification Examination, go to www.pmi.org and click on Certification.

Advanced Certificate in Project Management

- PROJMG 7030 Project Risk Management
- PROJMG 7050 Project Procurement Management
- Choose one of the following three
 1. PROJMG 7040 Interpersonal Skills for Virtual and Co-Located Project Teams OR
 2. PROJMG 7060 Advanced Project Management Tools and Techniques OR
 3. PROJMG 7980 Independent Study in Project Management

Transfer Agreements: Information And Additional Provisions

UW-Platteville maintains transfer and credit agreements with a variety of external education partners. UW-Platteville awards transfer credits for incoming Master of Science in Project Management students who have fulfilled the requirements for one of these agreements. Please see www.uwplatt.edu/distance-education/online-master-science-project-management for more information about these agreements.

NOTE: UW-Platteville allows credit from only one program partner or credential to count toward degree completion. Contact the program coordinator (projectmgmt@uwplatt.edu) to discuss potential transfer credits.

Course Descriptions

Course Codes

Accounting	ACCTING
Business Administration	BUSADMIN
Computer Science	COMPUTER
Counseling Psychology	COUNSPSY
Criminal Justice	CRIMLJUS
Distance Education Leadership	DEL
Engineering	ENGRG
Industrial Studies	INDUSTDY
Integrated Supply Chain Management	ISCM
Media Studies	MEDIA
Philosophy	PHLSPHY
Political Science	POLISCI
Project Management	PROJMGT
Psychology	PSYCHLGY

Accounting Courses

ACCTING 7000 3 credits

Managerial Accounting

An overview of fundamental accounting concepts as they apply to financial reporting and managerial decision making. The course covers the development of income statement and balance sheet information, the use of operational data in profit planning, the interpretation of variances, budgeting, and project costing approaches.

ACCTING 7210 3 credits

Applied Accounting

The course is designed to provide you with the necessary skills to provide entry-level accounting support. In addition to developing basic accounting skills, the course will enhance knowledge of general business practices.

Business Administration Courses

BUSADMIN 5030 3 credits

Human Resource Management

An introduction to topics such as human resource planning, equal employment opportunity, selection, training and development, performance appraisal, compensation, safety and health, and employee and labor relations. The impact of laws and of societal and business trends on human resource functions is also presented. Each manager's role in dealing with human resources is emphasized.

BUSADMIN 5100 3 credits

Compensation Management

An exploration of the discipline of compensation management. The processes of job analysis and job evaluation are discussed as methods to determine internal pay equity. Market wage surveys are presented as a means to ensure external equity. Wage scale development and various employee benefit options are discussed. Other topics include wage and benefit-related laws, performance appraisal, and motivation theories.

P: BUSADMIN 5030 or consent of instructor.

BUSADMIN 5340 3 credits

Management, Gender and Race

(Offered under BUSADMIN 5340 and WOMSTD 5340) This course reviews the changing nature of management and explains why gender and race/ethnicity have become important considerations in business. It examines the status of women and people of color in managerial or administrative positions and discusses socialization processes, stereotypes, equal employment opportunity laws, illegal harassment, and power in organizations. Networking, mentoring, work/life balance, and career planning also are addressed.

BUSADMIN 5500 3 credits

Employee Training and Development

Employee Training and Development is an upper-division course that examines the principles and practices of these two critical processes in a variety of organizational settings. The course presents a comprehensive overview of training and development topics. Throughout the course students acquire and then demonstrate a knowledge base in each of these areas. At the end of the course, students are prepared to conduct efficient and effective training and development programs within the human resources department of an organization.

BUSADMIN 5530 3 credits

Organizational Behavior

Organization, in and of themselves, do not behave, the people within them do. This course will give students a comprehensive view of organizational theory and behavior by studying individual and group behaviors and how these interrelate with the organization's structure, systems, and goals.

BUSADMIN 5540 3 credits

Quality Management

Provides an understanding of the tools, language, and techniques used in the field of quality management. The history of the quality movement, major tenets of the field, theorists and their philosophies, and the use of basic tools of quality management will be covered in this course. The course focus will be project-based in a team environment.

BUSADMIN 5620 3 credits

Corporate Finance

An introduction to the finance function and financial management of the firm, including techniques of financial analysis, working capital management, capital budgeting, the acquisition and management of corporate capital, and dividend policy. Analysis of how the financial manager influences the decision-making process within the firm.

P: One year undergraduate accounting or graduate equivalent or consent of instructor or department chair.

BUSADMIN 5650 3 credits

International Finance

This course is a comprehensive study of the role of international finance in business. Topics will include the foreign exchange market, determination of interest rates, international banking, international capital markets, international investments and international corporate finance.

P: BUSADMIN 3620 (5620) or equivalent, or permission of the department chair.

BUSADMIN 5720 3 credits

International Marketing

A conceptual focus on the breadth of the international marketing management area (i.e., problems, strategies and techniques), plus a survey background in such environmental factors as legal, cultural, economic, financial, and regional characteristics. The purpose is to prepare students and practicing business managers for successful operations in the world marketing environment of developing, industrial, and/or technological nations.

P: A marketing course or consent of instructor.

BUSADMIN 5740 3 credits

Consumer Behavior

Consumer behavior reaches for a better understanding of the consumer buying process. It begins with an examination of basic, standard steps that consumers take while making a purchasing decision and moves into consumer motives based on various consumer cohorts. The marketing student after having studied consumer behavior will have a stronger appreciation for the basis of consumer needs and will be better prepared to serve them.

P: Introductory marketing course or consent of instructor or department chair.

BUSADMIN 6100 3 credits

Supply Chain Management

This course focuses on the principles and concepts of supply chain management, as well as a review of the role of supply chain management functions within an organization. Analytical and evaluative skills are developed through critical examination of theories, models, tools, and techniques employed. Topics covered include strategic sourcing, forecasting and collaborative planning, inventory management, customer relationship management, and service response logistics.

P: ECON 2410 or MATH 1830 or MATH 4030 or consent of instructor.

BUSADMIN 6160 3 credits

Purchasing Management

This course focuses on the managerial, administrative, strategic and tactical aspects of the purchasing function. Emphasis will be placed on the pertinent issues in purchasing management for both goods and services business sectors. The course will explore the managerial perspective of the core tasks and challenges required to effectively manage the purchasing function within the context of an integrated supply chain.

P: BSAD 4100 or consent of instructor.

BUSADMIN 6200 3 credits

Employee Recruitment and Selection

This course provides students with an understanding of these two critical processes in a variety of organizational settings. Throughout the course, students acquire and then demonstrate a knowledge base in each of these areas by completing various projects. At the end of the course, students are prepared to conduct efficient and effective recruiting and selection programs within the human resources department of organizations.

P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6330 3 credits

Labor-Management Relations

Gives an overview of the process of labor relations, in which management deals with employees who are represented by a union. The history of major labor unions and primary labor laws and court cases are covered, along with the general structure and operational aspects of today's labor organizations. Union certification, collective bargaining, and dispute resolution are discussed in detail. Students also participate in a mock labor contract negotiation project and analyze sample grievances.

P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6630 3 credits

Marketing Management

The determination of market policy; marketing administration and application of principles pertaining to management of marketing resources.

P: Two marketing courses or consent of the instructor or department chair.

BUSADMIN 7110 3 credits

Management Decision Analysis

A presentation of theory and applications of quantitative decision methods used in the business setting. Topics include decision theory, linear programming, PERT/CPM, forecasting and inventory control.

P: a statistics course or consent of the instructor.

BUSADMIN 7540 3 credits

Advanced Quality Management

This course focuses on achieving quality through continuous improvement of processes, customer satisfaction, and creation of a team environment. Emphasis on major tenets of the field, systems thinking, Hoshin planning, and data collection and analysis.

P: BUSADMIN 3540/5540 Quality Management or consent of the instructor.

Counseling Psychology Course

COUNSPSY 7130 3 credits

At Risk Youth

At risk youth present many challenges to society, families, and the educational system. Further, the issues that put youth at risk interfere with the ability to be successful in many areas of their lives. Consequently, in many cases, they find themselves “in trouble” with the law. This course is intended to assist the educator, counselor, and/or police officer in understanding the factors that put a child at risk, as well as presenting a model of intervention and remediation to decrease and/or eliminate the risk. Practical strategies will be discussed.

Criminal Justice Courses

CRIMLJUS 6030 3 credits

Criminal Law

A study of the principles, doctrines, and selected rules of criminal law; the sources of substantive criminal law and historical development of common law principles of criminal responsibility; constitutional constraints on the decision to define behavior as criminal.

CRIMLJUS 6130 3 credits

Police Community Relations

Analysis of the interdependence of the police and community in maintaining order and controlling crime; theories of community and the community’s role in the development of police systems; tension and conflict in police community interaction; programs and strategies for improving the quality of police-community relations.

CRIMLJUS 6330 3 credits

Criminal Procedure and Evidence

A study of case law defining constitutional constraints on police behavior in the areas of arrest, search and seizure, interrogation, identification and investigation; rules on the exclusion of illegally seized evidence.

CRIMLJUS 6630 1–3 credits

Current Topics in Criminal Justice

Current issues in criminal justice that may not warrant a permanent course. Course content will be announced each time the course is presented.

CRIMLJUS 6830 3 credits

Psychopharmacology for AODA Counselors

The effects of nutrients, additives, and psychoactive drugs on criminal behavior; the process by which behavior is affected by these substances. This course fulfills part of the knowledge base for AODA counselor certification.

CRIMLJUS 6930 3 credits

Criminal Justice Seminar

Discussion and evaluation of problems in the contemporary criminal justice system; individual research and presentation of findings.

CRIMLJUS 7030 3 credits

Criminal Justice Systems

An extensive analysis of the functions, processes, and structures of the criminal justice system: interrelationships among the components of the system, with emphasis on law enforcement, courts, corrections, and juvenile justice are explored.

CRIMLJUS 7120 3 credits

Policing in a Democratic Society

Policing in a democratic society offers a critical and an in-depth analysis of past, present, and future law enforcement functions in the United States. Examines how police as agents of social control operate and function within a democratic society.

CRIMLJUS 7130 3 credits

Criminal Justice Research and Statistical Methods

An analysis of the various criminal justice research methods and statistical procedures, with emphasis on research design, questionnaire construction, the construction and use of surveys, uses of available data, methods of collecting and analyzing data, the testing of hypotheses, the drawing of inferences, and the writing of the research report.

CRIMLJUS 7230 3 credits

Criminological Theory

An extensive examination of the criminological theories and empirical research that support and challenge these explanations of criminal behavior; the central concepts and hypotheses of each theory, and the critical criteria for evaluating each theory in terms of its empirical validity.

CRIMLJUS 7310 3 credits

Perspectives on Child Maltreatment and Child Advocacy

This course analyzes and critiques the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment and child advocacy.

CRIMLJUS 7330 3 credits

Law as Social Control

An analysis of the needs, functions, utilization and effects of informal and formal social control mechanisms; theoretical perspectives on social control and law, and empirical examination of theories of law as a social control mechanism.

CRIMLJUS 7340 3 credits

Cyber-Crime

This course will examine the forms and extent of crimes committed by computer and Internet and how these types of crimes challenge traditional approaches of investigation and prosecution. Topics will include 4th Amendment aspects of computer and cyber-crimes, the law of electronic surveillance, computer hacking, online fraud, cyber-bullying, and other computer crimes as well as encryption, online economic espionage and cyber-terrorism.

- CRIMLJUS 7430 3 credits
Victimology
 Although individuals have been victimized by crime since the beginning of recorded human life, the study of crime victims, or victimology, is of relatively recent origin. This course provides an extensive overview of the principles and concepts of victimology, an analysis of victimization patterns and trends, and theoretical reasoning and responses to criminal victimization. In addition, this course explores the role of victimology in the criminal justice system, examining the consequences of victimization and the various remedies now available for victims.
- CRIMLJUS 7520 3 credits
Civil Liabilities in Criminal Justice Agencies
 This course examines the law of torts related to police, corrections, and other criminal justice agencies, including concepts of negligence, intent, duty of care, proximate cause, foreseeability, good faith defenses, and other legal doctrines. Both state tort law and federal law (especially under 42 U.S.C. 1983) will be examined. Major U.S. Supreme Court cases will be studied, as well as patterns and trends in federal and state lawsuits regarding civil rights violations and failure to exercise due care. Liability of law enforcement officers, municipalities, correctional officers, corrections agencies and other criminal justice entities is reviewed. Damages, injunctions and other remedies for civil wrongs are discussed, and differences between state and federal law and court processes are examined.
- CRIMLJUS 7530 3 credits
Criminal Justice Administration
 This course will provide an in-depth overview of the administration and management of criminal justice organizations with an emphasis on police entities. Students in the course will be exposed to a theoretical and conceptual framework which may be used to analyze and more effectively deal with the complexities of contemporary issues confronting law enforcement administrators. Although centered on the law enforcement environment, the principles and issues discussed in this course would be appropriate for administrators in any criminal justice environment.
- CRIMLJUS 7630 3 credits
Contemporary Correctional Systems: Institutional and Community-Based Corrections
 The course presents a study of the history, theory and practice of contemporary corrections. History will be used to frame and to help explain how certain practices evolved from a particular socio-economic context. The course is intended to encourage analytic thinking about how as a society we respond to legal violations. Students will review classic essays describing the social dynamics of punishment. Students will also examine factors contributing to the rise of reformatories, parole, and probation from the 1880s to the present, the emergence of the rehabilitative ideal, inmate adaptations to incarcerations, prison rights issues, the move to law and order or "get tough" on crime, and the culture of control since 1990s.
- CRIMLJUS 7730 3 credits
Evaluation and Program Analysis in the Criminal Justice System
 This graduate level course will focus on the key concepts, methods, and issues in the field of evaluation research. Students will be exposed to the theoretical, methodological, and utilization of evaluation approaches in order to design, implement, and assess the most effective programs. Specific focus will center on needs assessment, impact assessments, monitoring, applications of various quantitative and qualitative techniques, and proposal writing. A review of basic research methods principles will also be provided.
- CRIMLJUS 7880 3 credits
Criminal Justice Internship
 Enhancement of the educational experience through placement of a student with a governmental or private agency; emphasis placed on integration of criminal justice theory and practice through field observation, practical experience, and extensive writing, including daily logs and a final internship paper.
P: graduate student status.
- CRIMLJUS 7920 3 credits
Seminar Paper Research
 Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student's educational experience and as a bridge to the student's future in the criminal justice field.
P: for online master's programs: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (All master's programs: contact advisor for prior approval and registration instructions.)
- CRIMLJUS 7940 3 credits
Special Topics in Criminal Justice
 Designed to present to students specialized topics in the field of criminal justice depending upon interest of students and approval of staff. (Contact advisor for prior approval and registration instructions.)
- CRIMLJUS 7980 1-4 credits
Independent Study in Criminal Justice
 Students registering for independent study must submit, at or before registration, a description and timetable for completion, signed by the instructor supervising the independent study. The project must be above and beyond the student's traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The final report must describe and summarize the project in detail; wherever feasible, graphics, figures, data, and equations are to be included. (Contact advisor for prior approval and registration instructions.)

CRIMLJUS 7990 3–6 credits
Thesis Research

Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student's area of emphasis, and must be approved by a thesis committee.

P: for online master's programs: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (All master's programs: contact advisor for prior approval and registration instructions.)

Distance Education Leadership Courses

DEL 7010 3 credits

Introduction to Distance Education Leadership

Students will explore the various aspects of distance education/eLearning from a management perspective. Managing and leading people and teams is explored in the context of examining such specific topics as: marketing an online program, recruiting students and staff, training and retaining online instructors, developing courses, maintaining student services, which special consideration of including diversity/inclusion, and related issues. Emphasis is placed on review (and reflection) of career opportunities for managers of online learning programs including corporate, non-profit, K-12, with special emphasis on higher education distance education programs. This course surveys the history, theories, and practices of distance education. Key principles and practical issues involved in the field are identified and critically examined. In general, the course surveys the teaching and learning aspects of distance education, planning and evaluation as well as essential administrative and policy factors, with discussion of the impact of technological change on people and processes.

DEL 7110 3 credits

Virtual Educational and Instructional Technology

This course examines processes and systems for delivering learning instruction in a virtual environment based on scientific research. The course explores theories of how people learn, instructional technology tools, issues in educational and instructional technology, technology literacy, the evaluation of technology resources, and content/learning management systems.

DEL 7120 3 credits

Academic Administration in the Virtual Environment

Students in this course will examine administrative issues with an academic team of faculty/staff. Topics include course scheduling, teacher/student absences, time and labor reporting, vacation/holiday planning, tracking course attendance and grades, student academic progress, student drops, tracking online teaching, faculty tenure, faculty/staff meetings, academic calendars, and faculty files and documentation.

DEL 7220 3 credits
Teaching and Learning at a Distance

This course examines the teaching and learning at a distance. Instructional theory and methods as they apply to online and blended instruction will be studied. A comprehensive exploration of teaching philosophies, lesson planning, and the evaluation of online and blended instruction will occur. Best practices and trends will be explored and applied through research, discussion, and practical application.

DEL 7310 3 credits

Operations Administration in the Virtual Environment

Students will explore issues related to the effective management of operational units within the virtual environment, student recruitment, admissions, scheduling, training and development, finance, information services, and student services. Emphasis will be given to the development of seamless processes among departments, as well as scalable policies and procedures. The course will also integrate concepts in the management of key organizational resources human, technological, and financial in fulfilling strategic and operational goals.

DEL 7410 3 credits

Education Policy, Law, and Ethics in the Virtual Environment

Students will examine higher education law and policy beginning with a basic understanding of the American legal system, how policies are created, and ethical implications as well as exploring institutional accountability and the rights and responsibilities of students and faculty. This course draws from real-life cases in American universities and provides knowledge and tools to effectively respond in an environment of increasing litigation.

DEL 7510 3 credits

Online Course Design and Management

This course examines design principles and strategies that are developed to increase e-learning, based on scientific theories of how people learn. Course design and course management processes are applied and evaluated in relation to how they support or disrupt learning.

DEL 7610 3 credits

Virtual Team and Project Management

This course covers current issues, emerging trends, and best practices in managing virtual teams and projects. Content will include topics such as optimal team composition, virtual team development, communicating and leading virtually, performance management, project management charters, work breakdown structure, planning, budget, risk management, scheduling, and control/evaluation. Students will demonstrate mastery of course content utilizing their actual contextual settings and case studies/scenarios.

DEL 7640 3 credits
Talent Development in Virtual Education
Students in this course will examine the ever-changing cultural and technological environment of education as it relates to tools used by higher education administrators the tools to develop talent among their faculty / staff and provide relevant professional development opportunities. Course content will include technologies to master the craft of teaching, scaffolding practices, professional needs assessment and goal setting, continuous performance appraisals, and various professional development activities, such as peer review / mentoring, teaching circles, best practice share sites, and online conferences.

DEL 7840 3 credits
Capstone
Students will draw upon and synthesize knowledge and skills of distance education learned throughout the program by applying it to a topic or case study as assigned. This course is designed for the final course of the program.

DEL 7910 3 credits
Critical Issues in Virtual Education
This course will examine various specialized and timely issues facing educational administrators in the virtual environment, such as the changing face of technology, accreditation, and sociocultural and political perspectives that affect the delivery of education.

DEL 7920 3 credits
Seminar Paper Research
Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student's education experience and as a bridge to the student's future in the distance education leadership discipline.

DEL 7940 1–3 credits
Special Topics in Distance Education Leadership
Designed to present to students specialized topics in the field of distance education leadership depending upon interest of students and approval of staff.

DEL 7950 3 credits
Research, Assessment and Analytics in eLearning
This course examines concepts in conducting research in elearning, including quantitative and qualitative methods, data collection methods, and ethics. Interpretation and evaluation methods are also explored and applied, such as metrics, dashboards, narrative inquiry, and interpretive analytics.

DEL 7980 1–4 credits
Independent Study
Independent Study is intended for students who wish to expand upon a distance education leadership topic or research a related topic not covered by existing curriculum. The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate dean. Approval must be secured from the department faculty member and the student's advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.

DEL 7990 3–6 credits
Thesis Research
Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student's area of emphasis, if any, and must be approved by a thesis committee.

Engineering Courses

ENGRG 5000 3 credits
Engineering Communication
Emphasizes methods of communication in the engineering workplace, including the development and writing of proposals, technical manuals, design reports, and business presentations. Effective teamwork communication strategies for virtual and co-located project teams will be addressed.

ENGRG 5030 3 credits
Linear Algebra
This course is an online introductory course in linear algebra. This foundation course is designed to prepare a student for study in the Master of Science in Engineering program. Matrices, systems of equations, determinants, eigenvalues, eigenvectors, vector spaces, linear transformations, and diagonalization. This course is not appropriate for students seeking a MS or MA degree in mathematics.
P: MATH 2740 with a grade of "C" or better.

ENGRG 6050 3 credits
Applied Statistics
This course is an online introductory course in statistics. This foundation course is designed to prepare a student for study in the Master of Science in Engineering program or the Master of Science in Project Management program. This course will cover basic concepts of probability, discrete and continuous random variables, confidence intervals, hypothesis testing, and applications of statistics including simple linear regression, multiple regression, basic design of experiments and ANOVA. This course is not appropriate for students seeking a MS or MA degree in mathematics.
P: MATH 2740 with a grade of "C" or better.

ENGRG 6230 3 credits

Structural Steel Design with LRFD

The purpose of this course is to introduce students to the design of steel structures by the load and resistance factor design (LRFD) method. The newest steel specification requires a strength method (like LRFD) to be used. The allowable stress method (ASD) has been renamed the allowable strength method, and is based on many of the principles of LRFD design. A general overview of the new ASD method will be given, but the focus of the class will be on designing structures with LRFD. Students will learn to design tension and compression members, beams and beam-columns, and connections. A low-rise steel office building will be designed throughout the semester as a group design project.

P: CIVILENG 3100 - Structural Mechanics (or equivalent) is required. Familiarity with a structural analysis program (e.g., RISA-2D, STAAD, etc.) will be beneficial but not required.

ENGRG 7030 3 credits

Simulation Modeling of Engineering Systems

This introductory course is applied simulation taught at the graduate level. It is also a system analysis course. Students learn how to analyze systems and how to represent them in the simulation model. Students are expected to bring topics and problems to class and to contribute in significant discussion about the material. This is a hands-on course. Students are taught simulation theory through practice in developing more and more complex models. The course includes a range of simulation styles including: basic manual simulation (rolling dice, random number tables); simple automated simulation (use of general purpose software like BASIC, spreadsheets, macros); traditional simulation (coded programs with tabular results); real time monitoring (graphic displays during simulation); and state-of-the-art object oriented software (including two and three dimensional animation).

P: A calculus-based statistics course is required. No prior knowledge of simulation is required, nor is any computer programming experience. Basic familiarity with computing in general is needed (files, folders, basic editing operations, etc.), but nothing advanced. A fundamental understanding of probability and statistics is needed.

ENGRG 7070 3 credits

Optimization with Engineering Applications

Students will be able to solve a variety of optimization problems using optimization software or the optimization routines available in spreadsheets (e.g. Excel or Quattro). Linear, non-linear, and discrete problems will be solved. Students will learn the theory of improving search methods, which are the basis for all optimization algorithms. An emphasis will be placed on the need for the modeler to examine the practicality of program results. Also, students will perform a Life Cycle Analysis, which is an optimization procedure that minimizes the impacts on the environment.

ENGRG 7220 3 credits

Dynamics of Structures

Dynamic analysis of structures using simplified single-degree-of-freedom models, model analysis and static condensation. Assumptions used in numeric analysis methods will be explored in order to better understand the output from computer analysis. Application of dynamic analysis as implemented in the International Building Code.

P: GENENG 2230 - Engineering Mechanics - Dynamics. Recommended: MATH 3230 - Linear Algebra, MATH 3630 - Differential Equations, CIVILENG 3100 - Structural Mechanics (or equivalent for all courses listed).

ENGRG 7260 3 credits

Advanced Shallow Foundation Design with LRFD Applications

This course is designed to fully prepare a student with only an introductory course in soil mechanics to: analyze the bearing capacity of shallow foundations; to design shallow foundations to meeting bearing capacity and settlement requirements; to design reinforced concrete shallow foundations; and to apply Load and Resistance Factor Design (LRFD) principles to the design and analysis of shallow foundations.

P: Civil Engineering 3730 Geotechnical Engineering (or an equivalent course in soil mechanics).

ENGRG 7270 3 credits

Advanced Deep Foundation Design with LRFD Applications

This course is designed to fully prepare a student with a course in deep foundations to: analyze the bearing capacity of deep foundations; to design deep foundations to meet bearing capacity and settlement requirements; to design reinforced concrete deep foundations (drilled shafts); and to apply Load and Resistance Factor Design (LRFD) principles to the design and analysis of deep foundations.

P: Civil Engineering 7260 or equivalent.

ENGRG 7280 3 credits

Geosynthetics Engineering

This course is designed to fully prepare a student with only an introductory course in soil mechanics to recognize, design, and analyze the geosynthetic alternatives to traditional civil engineering project features such as: sub-surface drainage systems; beddings and filters for erosion control systems; erosion control systems; temporary runoff and sediment control; roadways and pavement systems; embankments on soft foundations; stability of steep slopes; retaining walls and abutments; and landfill final cover and base liner systems.

P: CIVILENG 3730 Geotechnical Engineering I (a course in soil mechanics) and CIVILENG 3300 Fluid Mechanics, or equivalents of both of these courses.

ENGRG 7290 3 credits

Earth Retaining Structures: Design, Analysis and LRFD

This course is designed to fully prepare a student with only an introductory course in soil mechanics to recognize, design, and analyze concrete retaining walls, MSE walls, cantilever and anchored sheetpile walls, braced excavations, and cofferdams using conventional and Load and Resistance Factor Design (LRFD) concepts.

P: CIVILENG 3730 Geotechnical Engineering I (a course in soil mechanics) and ENGRG 7280 Geosynthetics Engineering, or equivalents of both of these courses.

ENGRG 7310 3 credits

Control Systems Engineering

This course is intended as a first semester graduate course designed for distance education. It covers the basics for building a practical control system incorporating a microcontroller or PLC. Basic electronics, logic, programming for microprocessors and PLC's, fractional horsepower motors, and sensors will be introduced. Control theory implementing electro-mechanical systems will be reviewed. **P:** consent of instructor.

ENGRG 7320 3 credits

Modern Control Systems

This course is intended as a second semester course in the MOE Program in EE. It develops analysis and synthesis techniques for linear dynamical systems using the tools from matrix theory, linear algebra, and Laplace transform.

P: BS degree in engineering and ENGRG 7310.

ENGRG 7340 3 credits

Digital Control Systems

Digital Controller Design in time and frequency domain. State space modeling, controllability, observability, stability, minimal realization, pole placement and observer design.

P: A BS degree in Engineering, with some background in Automatic Control Area. ENGRG 7310, ENGRG 7320.

ENGRG 7510 3 credits

Design of Experiments

This course on Design of Experiments (DOE) provides experiences in planning, conducting, and analyzing statistically designed experiments. The methods of DOE may be applied to design or improve products and processes. Analysis of variance (ANOVA), test of hypothesis, confidence interval estimation, response surface methods, and other statistical methods are applied in this course to set values for design, process, or control factors so that one or more responses will be optimized, even when noise factors are present in the system. This course is designed to teach the nuts and bolts of DOE as simply as possible.

P: MATH 4030 or ENGRG 6050, or consent of instructor.

ENGRG 7520 3 credits

Design for Manufacturability

A major portion of the costs and in turn the profitability of manufacturing organizations are affected by the quality of the design of their products. Building quality into the design will call upon engineers to systematically design a product and/or process so that it can be produced with lowest costs, rapid response time, and meet customers' expectations. This will require the integration of design, manufacturing, management, and economic principles. The course will address this overall integration and focus on the design for manufacturing aspects so as to provide faster time to market, productive utilization of equipment, faster delivery, improved quality, reduced cost, and effective continuous improvement. Students will be able to systematically design a product and/or process so that it can be produced with lowest costs, rapid response time, and meet customers' expectations. In doing so, they will be able to identify opportunity for design, address technical considerations of design and manufacturing, and make a business decision on feasibility of design.

ENGRG 7530 3 credits

Design for Usability

This course explores the ergonomic aspects of usability within the product design, work design, and manufacturing or service environment. Ergonomic principles which apply to the design of physical work as well as the tools and products of production will be investigated. The impact of cognitive demands of the user will be investigated for applicability to the design of products and processes. The macroergonomic aspects of the built environment necessary for inclusive design will be discussed with respect to minimize operational error and maximize safety for a wide range of expected users.

ENGRG 7540 3 credits

Advanced Finite Element Method

Introduces the finite element method. Emphasizes beam and frame analysis, plane strain, axisymmetric, and three-dimensional stress analysis. Includes dynamic analysis and field problems, such as heat transfer. Utilizes readily available finite element computer programs to solve stress analysis, heat transfer, thermal stresses, etc.

P: BS in Engineering or related field.

ENGRG 7550 3 credits

Product Design and Development

This course examines the front end of the product development process. Topics include: organization and management issues associated with the product development process; the identification of customer needs and the translation of these needs into product performance specifications; methodologies for the generation and selection of concepts; developing the product architecture with emphasis on creating interfaces, prototyping and design for manufacturing.

ENGRG 7560 3 credits
Sustainability in Engineering Design and Manufacturing
The engineering viewpoint of sustainability starts with the systems engineering life-cycle process and includes the systems design evaluation processes for producibility, maintainability, disposability, and life-cycle costing. Key supporting engineering management processes include trade-off studies and risk-based decision making.

ENGRG 7800 3 credits
Engineering Management
Introduce the student to fundamental concepts of management and management theories. Discuss timely topics and issues of business ethics including environmental, safety, and product liability. The student will gain an understanding of differences between engineering and management roles with specific application to motivating, and managing technical personnel. The student will develop an understanding and application of the specific tools of engineering management including basic forecasting, planning, scheduling and decision-making models.

ENGRG 7810 3 credits
Advanced Production and Operations Analysis
Tools and techniques associated with planning and controlling in the production environment including forecasting, aggregate planning, master production scheduling, materials requirement planning, and shop floor control. Integrated aspects of manufacturing resource planning and enterprise resource planning as well as the effects of just-in-time management and theory of constraints.

ENGRG 7820 3 credits
Quality Engineering and Management
This course provides practical tools for planning and completing quality improvement projects. The first part of the course deals with an introduction to quality management philosophies, tools, and approaches. The second part (about 70%) of the course is devoted to the Six-Sigma (SS) philosophy, roadmap, tools, and techniques of planning and executing quality improvement projects. The course concludes with the application of the Design for Six Sigma (DFSS) approach to design or improve products and processes.
P: MATH 4030 or ENGRG 6050, or consent of instructor.

ENGRG 7830 3 credits
Advanced Cost and Value Analysis
Introduction to the concepts of value within the manufacturing environment. Investigation of various methods of increasing value and defining value are considered. Emphasis is on creating value for the customer through application of sound economic analysis and manufacturing methods improvements. Value Engineering including function analysis. Value Stream Mapping and 5S applications are studied in the context of Lean Manufacturing methods.

ENGRG 7840 3 credits
Systems Engineering Management
New technologies and time constraints need to meet the challenges of satisfying customer needs such as performance, quality, and over-all cost effectiveness. This sets up a framework for effective system engineering and management of complex systems. The systems engineering effort needs to integrate a wide variety of key design disciplines, apply robust design methods and tools in a manner as to achieve system engineering objectives, assess and control through design reviews, evaluations, feedback and corrective action. The management issues pertaining to the application of systems engineering to various projects is equally important. Principles of System Engineering Management Plan (SEMP), organizational aspects of Systems Engineering such as functional, product line, and matrix structures, and interfaces between the customer, the producer, and suppliers are some key topics that need to be addressed as part of Systems Engineering Management.

ENGRG 7850 3 credits
Taguchi Methods of Designing Experiments
This course will provide experience in applying Taguchi Methods for designing robust products and processes. Taguchi Methods may be considered as “cookbook” approaches to designing and analyzing industrial experiments. Students will learn to plan a project and develop strategies for experiments. Definition of controllable factors, noise factors, responses, and quality characteristics (both dynamic and static) in a project will be discussed. Applications of orthogonal arrays, signal-to-noise ratio, mean-squared deviation, loss function, ANOVA, and related topics will be covered.
P: MATH 4030 or MATH 6030 or ENGRG 6050, or consent of instructor.

ENGRG 7860 3 credits
Continuous Improvement with Lean Principles
Development and applications of lean techniques including an overview of the Toyota Production System. Lean principles including stability, standardization, just-in-time, jidoka and involvement. Examples from manufacturing, service and office settings. Specific techniques which support continuous improvement including five S, standardized work, production leveling, kanban systems, value stream mapping, poka-yoke, and A3 reporting. Methods for creating and sustaining a culture of continuous improvement.

ENGRG 7930 1-3 credits
Special Topics in Engineering
Various engineering topics will be explored. Topics vary.

ENGRG 7980 1–3 credits

Independent Study in Engineering

Students registering for independent study must submit, at or before registration, a description and timetable for completion, signed by both the instructor supervising the independent study and the student. The project must be above and beyond the student's traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The maximum allowable Independent Study credits will be four (4) within the Master of Science in Engineering program and a maximum of three (3) may be taken at any one time.

Industrial Studies Courses

INDUSTDY 5950 3 credits

Industrial Design for Production

Study of design principles, production methods and simultaneous manufacturing techniques. Emphasis is on understanding and application of the design process. Laboratory activities focus on the design and production of a product. (fall)

P: INDUSTDY 1030 and INDUSTDY 1230.

INDUSTDY 6950 3 credits

Production Planning and Control

An investigation and study of the integrated approach of effective management practices associated with production planning, scheduling, and control. Operation strategy, quality of work life, global competition, lean manufacturing, forecasting methods, supply chain management practices, scheduling, and plant facilities layout are stressed. (fall, spring)

P: INDUSTDY 1030

INDUSTDY 7000 3 credits

Research Methodology

Introduction and background to the scientific method of inquiry, types of research, problem clarification, data gathering techniques, research data analysis, and proposal and research paper writing.

Integrated Supply Chain Management Courses

ISCM 7100 3 credits

International Supply Chain Management

This course focuses on the importance of international supply chain management. It provides an overview of international logistics, global strategy for logistics and supply chain management, as well as structuring of the global supply chain. The international trade environment, total cost approach of materials, competitive relationships among international organizations, exchange fluctuations, practices of import/export, and other related topics will be explored. **P:** graduate standing and BUSADMIN 4100/6100 or consent of instructor.

ISCM 7500 3 credits

Supply Chain Logistics

Introduction to the logistics system of an organization. Procedures and techniques for the design and analysis of transportation, material handling, and inventory. Examining the interdependencies between the logistics system and wider organizational activities.

P: ISCM 7100.

ISCM 7510 3 credits

Import/Export

This course covers the major facets of the import-export transactions and procedures required to do business overseas successfully. The focus is on practical applications, ranging from understanding the objectives of parties involved in importing and exporting to basics of letters of credit, packaging, and transporting shipments. The course will cover cross-cultural differences, role of banks and freight forwarders; foreign currency management; and documents used in international trade. (subject to addition and change as course is further developed)

P: ISCM 7100.

ISCM 7520 3 credits

Warehousing and Distribution Management

This course provides students with an understanding of the concepts and theories that drive the effective management of an organization's warehousing and distribution systems. The course will cover topics that include Warehousing Layout, Design and Configuration, Receiving, Delivery, Material Storage, as well as Distribution strategies, Distribution Network planning, Distribution ERP systems (WMS), System routing, Cross-dock, trucking and tracking. Lean Supply Systems: JIT/Push, Shipping and Transportation mechanisms.

ISCM 7610 3 credits

Outsourcing

This course will provide a historical perspective on outsourcing and offshoring, the marketplace, and the incentives for firms around the globe to tap into sourcing opportunities. It will examine the various sourcing arrangements available according to the nature of work outsourced. the geographical aspects in sourcing decisions, as well as examining certain vendor characteristics and desired core capabilities of the vendor. It will consider vendor selection strategy and outsourcing lifecycle from a client's viewpoint. Finally it will review trends and emerging issues in the area of global sourcing, including reshoring. (subject to addition and change as course is further developed).

ISCM 7700 3 credits

Customer Relationship Management

(Customer Relationship Management (CRM) is a business strategy that aims to understand, anticipate and manage the needs of an organization's current and potential customers. This course will introduce critical concepts and methods such as customer value, customer asset value, CRM vision and strategy.

P: ISCM 7100 International Supply Chain Management.

ISCM 7840 3 credits
Integrated Supply Chain Management Capstone
This course draws on the concepts, theories and techniques, specifically emphasizing the role of the supply chain manager in implementing and accomplishing project plans and objectives. Students may draw on topics from their workplace or may choose from projects provided by companies in our local area requesting consulting services in developing feasibility studies and project proposals. Note that the ability to assign such a “real world” project depends on the availability of companies interested in such analyses at the time.
P: Consent of instructor and all required foundation and core courses.

ISCM 7920 3 credits
Seminar Paper Research
Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student’s education experience and as a bridge to the student’s future in the supply chain management discipline.
P: All coursework toward the degree must be completed prior to registering for 7920.

ISCM 7940 1–3 credits
Special Topics in Integrated Supply Chain Management
Designed to present to students specialized topics in the field of integrated supply chain management depending upon interest of students and approval of staff.
P: ISCM 7100.

ISCM 7980 1–4 credits
Independent Study in Integrated Supply Chain Management
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate dean. Approval must be secured from the department faculty member and the student’s advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.
P: ISCM 7100 and consent of instructor or department chair.

ISCM 7990 3 credits
Thesis Research
Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student’s area of emphasis, if any, and must be approved by a thesis committee.
P: INDUSTDY 7000 and completion of all other coursework.

Media Studies Courses

MEDIA 5010 3 credits
Business Communication
Communication strategies and techniques used in business; practice in writing effective memos, letters and reports; oral communication skills developed in influencing group decisions and making presentations; employment correspondence and interviewing.
P: ENGLISH 1230 and SPEECH 1010 or 1250.

MEDIA 5800 3 credits
Meeting and Event Management
This course explores the meetings industry, including association, corporation, and government meetings. Students also examine conventions, trade shows, incentive travel and special events.

MEDIA 7330 3 credits
Organizational Communication
Organizational communication can be analyzed through quantitative, qualitative, or mixed methods research. This course focuses on organizational communication practice and research that examines communication from, with, and about organizations.

Organizational Change Leadership Courses

OCL 7200 3 credits
Strategic Thinking and Planning
Given the level of competitiveness and the pace of change today, leading change has become a core leadership competency, and the ability for organizations to learn, grow, adapt, and change has become a core organizational capability. In today’s rapidly shifting, global business envelopment, enterprises and facing profound change from multiple directions (the marketplace, competitors, advancing technologies, and growing client expectations) Furthermore, changes are increasing at an accelerating pace, just as most workers and teams are pressured to deliver performance faster, cheaper, and smarter. The dynamic enterprise enables its people to deliver high performance under complex business conditions—to turn chaos into strategy, and strategy into action.
P: BUSADMIN 7330 - Organizational Change Leadership: Theory and Practice.

OCL 7330 3 credits
Organizational Change Leadership: Theory and Practice
This course provides an introduction to leadership theory and practice, both generally and specifically. Strategies for identifying and positively affecting the core of the organization will be discussed. Methods for adapting to and affecting change in interpersonal and group situations will be covered.
P: Previous course covering leadership topics (e.g. - introduction to leadership, organizational behavior).

OCL 7380 3 credits

Conflict Resolution and Negotiation

Examines the nature of conflict as it occurs in organizations, how conflict can function both destructively and constructively in that context, and the history of how conflict has traditionally been viewed and managed in organizational contexts. Also, it considers the theory underlying the creation of integrated conflict management systems in organizations, the nature of such systems and how they are developed, designed and evaluated.

P: BUSADMIN 7330 Introduction to Organizational Change Leadership.

OCL 7400 3 credits

Creative Problem Solving

The course will provide you with a basic framework for creative problem-solving and decision making in today's business environment. This class will build your self-analysis skills in the creative problem solving process by introducing you to the techniques and tools used by successful managers. After completing this class, you will be able to analyze the situation and choose the best approach to drive the creative problem solving process in an organizational setting.

P: BUSADMIN 7330, Introduction to Organizational Change Leadership.

OCL 7410 3 credits

Intercultural Change Leadership

This course serves as an elective for the general MSOCL program. It is designed to provide the basics in intercultural communication & change leadership and empower learners to handle a broad array of cultural differences in increasingly complex work environments. Individuals, team members, change agents and managers working in such an environment must be knowledgeable about other cultures and cultural differences. This course covers some of the field's theoretical findings and practical applications in intercultural change leadership and enables the participants to apply this knowledge in a multicultural and multinational business environment.

OCL 7500 3 credits

Organizational Development

Organizational Development (OD) is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Through the process of OD, we attempt to bring about successful change efforts in individual employees, groups and teams, inter-groups, and organizations as well.

P: BUSADMIN 5530 Organizational Behavior and BUSADMIN 7330 Introduction to Organizational Change Leadership.

OCL 7530 3 credits

Organizational Theory

This course builds on the material covered in Organizational Behavior by introducing students to organizational theory and behavior from a policy and management perspective. The literature on organization theory addresses questions about the external environment within which organizations operate as well as the strategies and processes that are adopted by organizations in response to their environment.

P: BUSADMIN 5530 Organizational Behavior and BUSADMIN 7330 Introduction to Organizational Change Leadership.

OCL 7600 3 credits

Change Leadership in Healthcare

This course examines managerial and change leadership concepts, issues, roles, and functions as applied to the role of the healthcare professional in various organizational settings.

OCL 7840 3 credits

Capstone

Students will draw upon and synthesize knowledge and skills learned throughout the program by applying it to a topic or case study as assigned. This course is designed for the final course of the program.

OCL 7920 3 credits

Seminar Paper Research

Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student's educational experience, and as a bridge to the student's future in the criminal justice field. This would replace the required core course of OCL 7840 Capstone.

OCL 7940 3 credits

Special Topics

Designed to present to students specialized topics in the field of Change Management depending upon interest of students and approval of staff.

OCL 7980 1-4 credits

Independent Study

This course is designed to allow students to explore individual areas of interest and study. The amount of graduate credit allowed for independent study may not exceed a total of four credits except with special permission of the student's advisor and the graduate dean. Approval must be secured from the department faculty member and the student's advisor before independent study courses are begun by completing a form available from program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.

OCL 7990 3 credits
Thesis Research
Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student's area of emphasis, if and, and must be approved by a thesis committee. If selected, this catalog course replaces the required core course OCL 7840 Capstone. (Contact advisor for prior approval and registration instructions)

Philosophy Course

PHLSPHY 7530 3 credits

Business Ethics

In this course, we consider ways in which ethical theories inform concrete deliberations in business. Taking prevailing normative orientations as our paradigms, we treat (1) the justification of moral principles, (2) their specification, and (3) their application in real-life contexts. In our attention to contemporary case-studies, in particular, we suggest ethics is not only good living but good business.

Political Science Course

POLISCI 5830 3 credits

Civil Liberties

Law and power and their abuses; law and power in relation to war on crime, deviance, freedom of religion, expression, and civil disobedience; criminal and civil cases; group action.

Project Management Courses

PROJMGT 7010 3 credits

Project Management Techniques I

An introduction to contemporary project management tools and techniques across three broad areas: organizing and initiating projects, planning projects, and performing projects. Content emphasizes project selection, chartering new projects, stakeholder management, scope management, scheduling, and their integration.

PROJMGT 7020 3 credits

Project Management Techniques II

A continuation of contemporary project management tools and techniques across three broad areas: organizing and initiating projects, planning projects, and performing projects. Content emphasizes organizational capabilities, resourcing, budgeting, quality, procurement, supply chain management, risk, and their integration.

P: PROJMGT 7010.

PROJMGT 7030 3 credits

Project Risk Management

Project Risk Management expands upon a subject introduced in the PROJMGT 7010 and PROJMGT 7020 Project Management courses, with an entire focus on the application of risk management concepts to projects and the project management environment. The risk management life cycle, from identification, assessment, response development, to control and closure, is taught using textbook, lecture and case study techniques. Throughout each phase of the risk management life cycle, various tools and techniques are taught which provide valuable practical means for the student to perform risk management on all projects from the smallest to the largest. Computer applications of techniques such as PERT and Monte Carlo simulation will also be addressed, thereby rounding out the course for today's most complex business environments.

P: PROJMGT 7010 and 7020, or consent of department chair.

PROJMGT 7040 3 credits

Interpersonal Skills for Virtual and Co-Located Project Teams

People issues include client satisfaction, vendor satisfaction, team morale, and communication, encompassing how team members relate to one another and affect their cohesiveness and commitment. These, in turn, affect overall performance of the project team in delivering the project results. Topics include motivation approaches, roles of the project manager, interpersonal communications tools, team member performance, managing conflict, handling stress, and managing critical incidents. Related subjects include the linkage of people skills to the entire project life cycle; methods to handle people issues that may arise on virtual or co-located project teams; and resources available to sustain project human resource and communications needs.

P: PROJMGT 7010 and PROJMGT 7020, or consent of instructor or department chair.

PROJMGT 7050 3 credits

Project Procurement Management

Typically the more complex and challenging the project, the more work will be sent outside of the organization for performance. Project Procurement Management is one of the nine project management knowledge areas in the PMBOK®. This course covers issues surrounding procurement and solicitation planning, outsourcing and partnering, solicitation development, contract administration, and contract closeout from the vantage points of both the buyer and the seller.

P: PROJMGT 7010 and PROJMGT 7020.

PROJMGT 7060 3 credits
Advanced Tools and Techniques for Project Management
A practical and tangible, yet systematic way, to plan and control projects through consistent use and application of a repository of project management tools and techniques focusing on the desirability of repeatable process. Tools and techniques include those for project initiation and portfolio management, planning, and implementation and closure, in the context of the importance of project management to the competitive strategy of the enterprise.
P: PROJMGT 7010 and PROJMGT 7020 or consent of instructor or department chair.

PROJMGT 7070 3 credits
Program Management
Programs and the projects and ongoing operations that make them up, are the means by which new products, services and processes are developed, operated, supported and enhanced. As a result, the ability to successfully manage programs is critical to overall performance and profitability. Topics include knowledge, skills and techniques to manage multiple projects or programs effectively within the organizational context, and the knowledge, skills, and competencies required to transition from a project manager to a program manager.
P: PROJMGT 7010 and PROJMGT 7020.

PROJMGT 7080 3 credits
Project Scope Management
Project scope management includes the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully. Defining scope ensures the successful management of other key project management areas, including time, cost, and quality, since it is the foundation upon which the schedule, the budget, the resource plan, and the overall project management plan, are prepared. Topics include scope management planning, scope definition, work breakdown structures, scope verification, and scope change control.
P: PROJMGT 7010 and PROJMGT 7020.

PROJMGT 7090 3 credits
Agile Methods in Project Management
Starting with an overview of Agile project management methodologies and theory, this course prepares students to evaluate projects, assess culture, and adapt agile methods to project management applications within the organization. Though some content is drawn from the software environment, this course is intended for a broad audience and is not specific to nor focused on software development.
P: PROJMGT 7010 and PROJMGT 7020 or consent of program director.

PROJMGT 7100 3 credits
Legal Environment of Meetings
This course will introduce students to the federal, state, and local laws that most commonly impact the planning and managing of meetings and events as well as laws and legal issues facing business owners. Meetings industry contracts between meeting organizers and venues, vendors, and suppliers will be explored in depth. Case law and issues raised in trade press will be used to explore and illustrate legal issues in the areas of sale and service of alcohol, Americans with Disabilities Act, intellectual property, injury to attendees, damage to property, and more. The focus will be on U.S. laws, but laws of other countries will be introduced when pertinent and adjudication of international disputes will be discussed in the case study context.
P: MEDIA 5800 or suitable professional credential or consent of instructor or program director.

PROJMGT 7120 3 credits
Project Portfolio Management
Organizations are under pressure to complete more complex programs and projects faster than ever and while still satisfying the customer and organizational strategic objectives. However, since resources are limited, only those programs and projects that support the organization's strategies in the first place should be selected. Next, the selected programs/projects need to be monitored and controlled regularly to determine if they continue to support those objectives. If not, those resources should be redirected to other programs and projects. This course focuses on why portfolio management (PM) is essential for organizations, explains how to set up a portfolio management process, describes roles and responsibilities for people involved in PM, evaluates models to use, determines metrics to consider, and presents guidelines to successfully implement PM.
P: PROJMGT 7010 and PROJMGT 7020 or consent of instructor.

PROJMGT 7840 3 credits
Project Management Capstone
This course draws on the business foundation and project management concepts, theories and techniques, specifically emphasizing the role of the project manager in implementing and accomplishing project plans and objectives. Students may draw on topics from their workplace or may choose from projects provided by companies in our local area requesting consulting services in developing feasibility studies and project proposals. Note that the ability to assign such a "real world" project depends on the availability of companies interested in such analyses at the time.
P: PROJMGT 7010 and 7020 and all required foundation and core courses.

PROJMGT 7920 3 credits
Seminar Paper Research
Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student's education experience and as a bridge to the student's future in the project management discipline.
P:PROJMGT 7010 and 7020 and INDSTDY 7000 or consent of instructor or department chair.

PROJMGT 7940 1–3 credits
Special Topics in Project Management
Designed to present to students specialized topics in the field of Project Management depending upon interest of students and approval of staff.
P: PROJMGT 7010 and 7020 or consent of instructor or department chair.

PROJMGT 7980 1–4 credits
Independent Study in Project Management
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor and the graduate director. Approval must be secured from the department faculty member and the student's advisor before independent study courses are begun by completing a form available from program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.
P: PROJMGT 7010 and 7020 or consent of instructor or department chair.

PROJMGT 7990 3 credits
Thesis Research
Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student's area of emphasis, if any, and must be approved by a thesis committee.
P: PROJMGT 7010, PROJMGT7020, PROJMNT 7040, PROJMNT 7080, INDSTDY 7000. If selected, this catalog course replaces the required core course PROJMGT 7840 Project Management Capstone. (Contact advisor for prior approval and registration instructions.)

Psychology Courses

PSYCHLGY 7030 3 credits
Psychology in the Criminal Justice System
This course is designed to introduce graduate students to the use of psychological methodologies and theoretical models within the criminal justice system. Special attention is applied to criminal and police psychology with some coverage of forensic psychology.

PSYCHLGY 7230 3 credits
Crisis Intervention Theory
This course examines crisis intervention models as they apply to suicide, sexual assault, domestic violence, natural disasters, personal loss, and life cycle crises. Students learn to recognize and deal with the psychological and emotional stresses encountered by professionals and paraprofessionals who work with people in crisis.

PSYCHLGY 7330 3 credits
Theories of Personality in the Criminal Justice System
This course introduces students to the major psychological theories of personality, as they are applied in criminal justice settings as well as clinical settings. Special attention is given to the application of theories to terrorist motivation.

PSYCHLGY 7430 3 credits
Abnormal Psychology in a Dangerous World
A graduate course in abnormal psychology that does not presume prior psychology study. The course places the concept of abnormal psychology in historical context, covers the major mental illnesses and their treatments, and relates content to criminal justice applications. There is a major focus on risk and danger, as they relate to the disorders.
P: graduate student status.

PSYCHLGY 7980 1–4 credits
Independent Study in Psychology
The amount of graduate credit allowed for independent study may not exceed a total of four credits. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper. (Contact advisor for prior approval and registration instructions.)

III. Other Reference Information

Graduate Faculty

Associate Membership

Achia, William

Brooke, Wendy A. (2007); Assistant Professor, Business Administration, Department of Business and Accounting; B.S., Missouri State University; M.S., University of Wisconsin-Platteville.

Candito, Kara (2010); Assistant Professor, English, Department of Humanities; M.F.A., University of Maryland; Ph.D., Florida State University.

Chang, Lily

Haslauer, Edina (2001); Lecturer, Foreign Languages (German), Department of Humanities; B.A., Loras College; M.S.E., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.

Jarrard, James L. (2005); Lecturer; Business, Department of Business and Accounting; B.A., Loras College, M.B.A., University of Iowa.

Karsten, Margaret F. (1981); Professor, Business Administration, Department of Business and Accounting; Coordinator, Business Administration Program at a Distance (Print-based); B.A., Winona State University; M.B.A., University of Wisconsin-Madison.

Krueger, George

Leitch, Daniel E. (2008); Assistant Professor; Education, School of Education; B.A., Bowling Green State University; M.S.E., University of Wisconsin-Stevens Point; Ph.D., University of Wisconsin-Madison.

Levin, Virginia (2006); Project Management Program; B.B.A., Wake Forest University; M.S.A., D.P.A., The George Washington University.

Nemmetz, Amy (2007); Lecturer, Criminal Justice, Department of Criminal Justice; B.S., M.S., University of Wisconsin-Platteville.

Omachonu, Florence (2008); Assistant Professor, Education, School of Education; B.A., University of District of Columbia; M.Ed., George Mason University.

Perkins, Madonna J. (1990); Professor, Business Administration, Department of Business and Accounting; B.S., University of Wisconsin-Platteville; M.B.A., University of Dubuque.

Rogers, Richard (2007); M.S.E., Adult Education Off Campus Program; B.S. and M.S., University of Wisconsin-La Crosse; Ph.D., University of Wyoming.

Ruffner, Karen Blake (2010); Assistant Professor, Education, School of Education; B.A., University of Illinois at Urbana-Champaign; M.S.E., Northern Illinois University; Ed.D., National-Louis University.

Sandberg, T.A. (2007); Lecturer, English, Department of Humanities; Lecturer, Philosophy, Department of Humanities; M.A., University of Iowa; M.A., University of Northern Iowa; Ph.D., University of Iowa.

Shi, Yan

Storlie, Christine (2008); Distance Learning Coordinator and Lecturer, Business and Accounting, Department of Business and Accounting; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., Capella University.

Summers, Scott (2010); Assistant Professor, Computer Science, Department of Computer Science and Software Engineering; B.S., University of Wisconsin-Green Bay; M.S., Iowa State University.

Tentis, Dedra

Wright, Scott C. (2010); Assistant Professor, Project Management, Department of Business and Accounting; M.S., M.S., Stanford University; Ph.D., University of Colorado.

Full Membership

Balachandran, Swaminathan (1985); Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.E., University of Madras (India); M.E., Indian Institute of Science; Ph.D., Virginia Polytechnic Institute.

Banachowski-Fuller, Cheryl A. (1997); Professor, Criminal Justice, Department of Criminal Justice; B.S., M.A., University of Toledo; Ph.D., North Carolina State University.

Barnet, Barbara A. (1999); Professor, Mathematics, Department of Mathematics; B.S., Bradley University; M.S., Ph.D., Iowa State University.

Barraclough, Dominic J. (1999); Professor, Counseling Psychology, School of Education; Director of the School of Graduate Studies; B.A., University of Washington-Seattle; M.S., Central Washington University; Ph.D., University of North Dakota.

- Bernhardt, Kevin J.** (1996); Professor, Agricultural Industries, School of Agriculture; Director, Pioneer Academic Center for Community Engagement; B.S., Iowa State University; M.S., North Carolina State University; Ph.D., University of Nebraska-Lincoln.
- Bockhop, Richard L.** (2002); Associate Professor, Agriculture, School of Agriculture; B.S., M.S.E., University of Wisconsin-Platteville; Ph.D., Iowa State University.
- Bouck, Linda H.** (2000); Professor, Industrial Studies, Department of Industrial Studies; B.S., Winona State University; M.S., University of Wisconsin-Stout; Ed.D., Texas A&M University.
- Boyles, David C.** (1990); Professor, Mathematics, Department of Mathematics; B.S., M.S., Northern Illinois University; Ph.D., University of Wisconsin-Madison.
- Bromley, Patricia L.** (1992); Professor, Psychology, Department of Psychology; M.S.E. Adult Education Coordinator, School of Education; B.A., University of Wisconsin-Madison; M.S.E., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.
- Broussard, Rosalyn S.** (1996); Professor, Political Science, Department of Social Sciences; B.A., Southern University; M.A., Ph.D., State University of New York at Binghamton.
- Burns, Teresa M.** (1994); Professor, English, Department of Humanities; Director, Women's and Gender Studies Program; B.A., M.A., University of Florida; Ph.D., University of Houston.
- Burton, Sabina** (2009); Assistant Professor, Criminal Justice, Department of Criminal Justice; B.S., M.S., University of Munich (Germany); Ph.D., University of California at Irvine.
- Calcaterra, Robert A.** (1983); Professor, Mathematics, Department of Mathematics; B.S., Brooklyn College; M.A., Ph.D., University of Wisconsin-Madison.
- Caywood, Thomas E.** (1991); Professor, Criminal Justice, Department of Criminal Justice; Chair, Department of Criminal Justice; B.S., M.S., Central Missouri State University; Ph.D., Sam Houston State University.
- Ceylan, Tamer** (1982); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Wisconsin-Madison. Registered Professional Engineer.
- Ciesielski, Dennis J.** (1997); Professor, English, Department of Humanities; B.A., Arkansas College; M.A., Ph.D., Southern Illinois University.
- Clifton, Joseph M.** (1984); Professor, Software Engineering, Department of Computer Science and Software Engineering; Chair, Department of Computer Science and Software Engineering; B.S., University of Wisconsin-Platteville; Ph.D., Iowa State University.
- Clough, Jill M.** (1985); Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., Ph.D., University of Iowa.
- Compton, Michael E.** (1995); Professor, Agricultural Sciences, School of Agriculture; Director, School of Agriculture; A.A.S., Danville Area Community College; B.S., M.S., Southern Illinois University; Ph.D., Virginia Polytechnic University.
- Conway, Robert C.** (1990); Professor, Accounting, Department of Business and Accounting; B.A., University of Wisconsin-Madison; M.S., University of Wisconsin-Whitewater; M.S., Ph.D., University of Wisconsin-Madison.
- Cornett, Charles R.** (2001); Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., King College; Ph.D., University of Kentucky.
- Dalecki, Michael G.** (1991); Professor, Sociology, Department of Social Sciences; B.S., University of Wisconsin-Platteville; M.S., Texas Christian University; Ph.D., Pennsylvania State University.
- Deis, Timothy M.** (1999); Professor, Mathematics, Department of Mathematics; B.S., M.A., Mankato State University; M.S., Ph.D., University of Nebraska-Lincoln.
- Demaree, Robert K.** (1992); Professor, Music, Department of Performing and Visual Arts; B.S., Indiana University; M.A., University of Iowa; D.M.A., University of Illinois at Urbana-Champaign.
- Den Herder, Mittie J. Nimocks** (1986); Provost and Vice Chancellor for Academic Affairs; Professor, Speech, Department of Performing and Visual Arts; B.S., University of Southern Mississippi; M.A., University of Illinois; Ph.D., University of Florida.
- Drefcinski, Shane D.** (1997); Professor, Philosophy, Department of Humanities; Director, General Education and Assessment Coordinator; B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.
- Drummond, Martha D.** (1991); Associate Professor, English, Department of Humanities; B.A., Auburn University; M.E., Georgia State University; M.A., West Georgia College; Ph.D., University of Southern Mississippi-Hattiesburg.

- Ellis, Barry L.** (1991); Professor, Music, Department of Performing and Visual Arts; B.M., Furman University; M.M., Virginia Commonwealth University; Ed.D., University of Illinois at Urbana-Champaign.
- Enright, Corinne S.** (2000); Associate Professor, Psychology, Department of Psychology; B.A., M.A., University of British Columbia-Vancouver; Ph.D., University of Western Ontario.
- Evensen, Harold T.** (1999); Professor, Engineering Physics, Department of Chemistry and Engineering Physics; B.S., Michigan Technological University; M.S., Ph.D., University of Wisconsin-Madison.
- Evenson, Mark C.** (1997); Associate Professor, Foreign Languages (Spanish), Department of Humanities; B.A., M.A., Middlebury College; Ph.D., University of Wisconsin-Madison.
- Frieders, Elizabeth M.** (1997); Professor, Biology, Department of Biology; B.A., St. Olaf College; M.S., Ph.D., University of Minnesota-St. Paul.
- Gates, Elizabeth A.** (2000); Associate Professor, Psychology, Department of Psychology; Chair, Department of Psychology; B.A., Grinnel College; M.A., Ph.D., University of Iowa.
- Gunser, Roxane M.** (1996); Professor, Business Administration, Department of Business and Accounting; B.A., Hope College; M.S., Northern Illinois University; Ph.D., University of Oklahoma.
- Hadorn, Peter T.** (1997); Associate Professor, English, Department of Humanities; B.A., James Madison University; A.M., Ph.D., University of Illinois.
- Hale, J. Keith** (2006); Assistant Professor, English, Department of Humanities; B.A., University of Texas at Austin; M.A., University of Central Arkansas; Ph.D., Purdue University.
- Hamilton, James P.** (1995); Professor, Chemistry, Department of Chemistry and Engineering Physics; Director, Nanotechnology Center for Collaborative Research and Design; B.A., University of Maine-Orono; Ph.D., University of Wisconsin-Madison.
- Hammermeister, John F.** (2005); Assistant Professor, Business Administration; Department of Business and Accounting; B.A., Augustana College; M.B.A., University of Oregon.
- Hansen, Susan L.** (1991) Professor, Business Administration, Department of Business and Accounting; Chair, Department of Business and Accounting; B.A., Bethany College; M.B.A., University of Missouri-Kansas City; Ph.D., Argosy University-Sarasota.
- Hunt, Thomas C.** (1999); Professor, Horticulture, School of Agriculture; Director, Reclamation, Environment and Conservation, School of Agriculture; B.S., M.S., Ph.D., University of Wisconsin-Madison.
- Ira, Michael S.** (2000); Associate Professor, Mathematics, Department of Mathematics; B.S., University of Wisconsin-La Crosse; M.S., Ph.D., University of Nebraska-Lincoln.
- Jeske, Clement T.** (1984); Professor, Mathematics, Department of Mathematics; B.S., M.A., Ph.D., University of Wisconsin-Madison.
- Jenkins, Patricia A.** (2001); Associate Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., University of Tennessee; D.E., Texas A&M University.
- Kaiser, Colleen R.** (1998); Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.
- Kinwa-Muzinga, Annie** (2002); Associate Professor, Agriculture, School of Agriculture; B.A., University of Kinshasa (Democratic Republic of Congo); M.B.A., Ph.D., University of Illinois.
- Kirk, Rea H.** (1996); Professor, Education, School of Education; B.A., UCLA; M.S., Eastern Montana College; Ed.D., University of Southern California.
- Krugler, David F.** (1997); Professor, History, Department of Social Sciences; B.A., Creighton University; M.A., Ph.D., University of Illinois at Urbana-Champaign.
- Kunz, David N.** (1997); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; Chair, Department of Mechanical and Industrial Engineering; B.S., University of Michigan; M.S., University of Wyoming; Ph.D., University of Wisconsin-Madison.
- Landgraf, Lisa M.** (2007); Assistant Professor, Computer Science, Department of Computer Science and Software Engineering; B.S., Iowa State University; M.A., University of Iowa; Ph.D., Nova Southeastern University.
- Lee, Joong-Jae** (2000); Associate Professor, History, Department of Social Sciences; B.S., Iowa State University; B.A., Korea University; Ph.D., New York University.
- McDonald, Julia K.** (2000); Professor, Mathematics, Department of Mathematics; Chair, Department of Mathematics; B.S., M.Ed., University of Wisconsin-Platteville; M.S., Ph.D., University of Iowa.

- Mendis, Chanaka** (2004); Associate Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., State University of New York at Old Westbury; M.S., Ph.D., Georgetown University.
- Metzloff, Kyle E.** (1998); Professor, Industrial Studies, Department of Industrial Studies; B.S., University of Missouri-Rolla; M.S., Ph.D., University of Wisconsin-Madison.
- Meyers, Mark S.** (2000); Professor, Civil Engineering, Department of Civil and Environmental Engineering; Chair, Department of Civil and Environmental Engineering; B.S., University of Wisconsin-Platteville; M.S., Ph.D., University of Cincinnati. Registered Professional Engineer.
- Momot, Michael E.** (1997); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Ph.D., Purdue University.
- Monhardt, Leigh C.** (2007); Associate Professor, Education, School of Education; B.A., Luther College; M.S., Ph.D., University of Iowa.
- Muslu, Mesut** (1986); Professor, Electrical Engineering, Department of Electrical Engineering; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Missouri-Rolla. Registered Professional Engineer.
- Narayan, Chetna** (1988); Professor, Psychology, Department of Psychology; B.A., University of Delhi (India); M.A., Jawaharlal Nehru University (India); M.S., Ph.D., Iowa State University.
- Nelson, Paula M.** (1988); Professor, History, Department of Social Sciences; B.A., Southwest State University; M.A., University of South Dakota; Ph.D., University of Iowa.
- Nkemnji, John F.** (1988); Professor, Education, School of Education; B.A., University of Wyoming; M.Ed., Ph.D., University of Texas-Austin.
- Ofulue, Esther N.** (1999); Professor, Biology, Department of Biology; B.S., University of Nigeria; M.S., University of Ibadan (Nigeria); Ph.D., University of British Columbia-Vancouver (Canada).
- OwusuAbabio, Samuel** (1991); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Science and Technology (Ghana, West Africa); M.S., Ph.D., University of Massachusetts at Amherst.
- Parker, Philip J.** (1998); Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., Ph.D., Clarkson University.
- Parsons, Theron E., IV.** (1996); Professor, Psychology, Department of Psychology; B.A., King College; M.S., Ph.D., University of Georgia.
- Peckham, Brian W.** (1987); Associate Professor, Economics, Department of Social Sciences; B.A., Stanford University; M.A., Ph.D., University of Wisconsin-Madison.
- Penn, Michael R.** (1997); Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., M.S., University of Michigan; Ph.D., Michigan Technological University.
- Ranney, Arthur L.** (1998); Special Assistant to the Provost, Vice-Chancellor Office; Professor, Communication Technologies, Department of Communication Technologies; B.A., University of Cincinnati; M.A., Ph.D., Ohio State University.
- Ravikumar, Prathivadi B.** (1990); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Bangalore University (India); Ph.D., Kansas State University.
- Reddy, Avuthu Rami** (1999); Professor, Agriculture, School of Agriculture; B.Sc., Andhra Pradesh Agricultural University (India); M.B.A., Fort Hays State University; M.B.A., Nagarjuna University (India); Ph.D., Texas A&M University.
- Reed, B.J.** (1999); Professor, Communication Technologies, Department of Communication Technologies; B.A., M.A., Ed.S., Ed.D., Drake University; APR, CMP.
- Riedle, Joan E.** (1981); Professor, Psychology, Department of Psychology; B.A., Indiana University; M.A., Ph.D., University of New Mexico.
- Riedle, Lisa A.** (1990); Professor, Civil Engineering, Department of Civil and Environmental Engineering; Associate Dean, College of Engineering, Mathematics, and Science; B.S., University of Wisconsin-Platteville; M.S., Ph.D., University of Alabama.
- Ringgenberg, Scott W.** (2000); Assistant Professor, Physical Education, School of Education; B.S., M.S., University of Wisconsin-La Crosse; Ed.D., Edgewood College.
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