2006-2008 Graduate Catalog
University of Wisconsin-Platteville

On Campus
The School of Graduate Studies

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I. The School of Graduate Studies
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 front of this catalog. You may apply electronically at http://www.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. The contents of the catalog can also be found on the University of Wisconsin-Platteville home page.

Affirmative Action/Equal Opportunity

http://www.uwplatt.edu/pers/

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 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 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 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 (322 Brigham Hall, 342.1776). All inquiries will be treated confidentially.

Accreditation

http://www.uwplatt.edu/academics/accreditations.html

The University of Wisconsin-Platteville is accredited by:

• Accreditation Board for Engineering and Technology
• American Chemical Society
• Foundry Education Foundation
• The Higher Learning Commission 312.263.0456 http://www.ncahigherlearningcommission.org
• 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
• Wisconsin Department of Public Instruction

Memberships

http://www.uwplatt.edu/academics/accreditations.html

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

• American Association of Colleges for Teacher Education
• American Association of Higher Education
• American Association of State Colleges and Universities
• American Association of University Women
About UW-Platteville

The University of Wisconsin-Platteville is one of 13 publicly supported comprehensive universities in the University of Wisconsin System. Founded in 1866, the UW-Platteville (UWP) 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 UWP “Pioneers” have created the very foundation for which we are known.

We encourage you to visit our World Wide Web home page at http://www.uwplatt.edu/.

UW-Platteville’s Mission

The fundamental mission of UW-Platteville and the entire UW System is to serve the people of Wisconsin. This basic goal is expressed in detail in the mission statement adopted in 1988 and revised in 2002. In those statements, UW-Platteville pledges itself to:

1. Enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.

2. Provide baccalaureate degree programs which meet primarily regional needs in arts and sciences, teacher education, business and information technology.

3. Provide baccalaureate degree programs and specialized programs in middle school education, engineering, technology management, agriculture, and criminal justice which have been identified as institutional areas of emphasis.

4. Provide graduate programs in areas clearly associated with its undergraduate emphases in education, agriculture, technology management, engineering and criminal justice.

5. Provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering.

6. Provide agricultural systems research programs utilizing the Pioneer Farm in partnership with businesses, universities, and agencies.

7. Expect scholarly activity, including applied research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission.

8. Seek to serve the needs of all students and in particular the needs of women, minority, disadvantaged and nontraditional students. Furthermore, the University seeks diversification of the student body, faculty, and staff.

9. Serve as an educational, cultural and economic development resource to southwestern Wisconsin.

These statements, along with the UW System and University Cluster mission statements, provide a guide to UW-Platteville in what it attempts and does not attempt to accomplish as an institution of higher education.

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 for careers in criminal justice, computer science, counseling, education, engineering, industry, and project management. 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 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 that involves humans as subjects, 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 subject issues, and then submit the protocol to the IRB for review. Students may obtain a manual of policies and procedures to review research involving human subjects from either the chair of the IRB or the Office of Sponsored Programs, 321 Brigham Hall, 608.342.1456. IRB information including names of the IRB committee may be found on-line at http://www.uwplatt.edu/sponprog.

History

The University of Wisconsin-Platteville was established 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 contains two symbols representing the origin of the University of Wisconsin-Platteville. The bell reminds us of the Platteville Normal School where it woke the students each morning, calling them to daily assembly, sounding 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

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

1. Apply electronically via the world wide web by typing: http://apply.wisconsin.edu/ or

2. Obtain the application form from the Office of Admission and Enrollment Services by calling 1.800.362.5515, faxing 608.342.1122, e-mailing admit@uwplatt.edu, or writing the Office of Admission and Enrollment Services, University of Wisconsin-Platteville, 1 University Plaza, Platteville, Wisconsin 53818-3099.
3. Submit the completed application form to the Office of Admission and Enrollment Services by mail along with a $45.00 application processing fee.

4. Have official transcripts sent directly from all institutions attended to the Office of Admission and Enrollment Services.

The official transcripts must be sent directly from the institutions where the course work was completed. Applications will not be processed until all transcripts are on file. 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 Office of Admission and Enrollment Services.

### International Students

In addition to filing the standard application for admission with official transcripts translated in English, international students must file notarized “Financial Responsibility Statements” and an official score report from the testing agency of their Test of English as a Foreign Language (TOEFL) score with the Office of Admission and Enrollment Services. Students from English speaking countries may not need to provide TOEFL scores. Instead they should check with the dean of the School of Graduate Studies to obtain a waiver. A minimum score of 500 (paper based) or 173 (computer based) on the Test of English as a Foreign Language Examination (TOEFL) is required of all international students. The students may request a waiver of the TOEFL requirement by submitting an acceptable justification for the waiver to the Office of Admission and Enrollment Services. An I-20 form will not be issued until all required documents have been received.

### 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.

**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 dean 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 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. 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.

### Assignment of Advisor

An advisor will be assigned to each new graduate student by the program area upon the student's admission to the School of Graduate Studies. The dean 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. Students may obtain graduate advisor change forms from the School of Graduate Studies, 104 Brigham Hall.
Transfer Credits

The following guidelines apply to transfer credits 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 dean 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 minimum of 50% of the credits for a degree must be from the University of Wisconsin-Platteville graduate courses.
- 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.

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.

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.

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 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 dean 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 http://www.uwplatt.edu/gradstudies/registration.html.
**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 http://www.uwplatt.edu/gradstudies/registration.html.

**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-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.

**Independent Study**

Students enrolling for independent study may obtain an independent study form and instruction sheet from the School of Graduate Studies Office, 112 Brigham Hall; or online at http://www.uwplatt.edu/gradstudies/.

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**

Graduate students may register with the School of Graduate Studies, 104 Brigham Hall, after the class schedule is available.

Continuing graduate students register online through the academic tools self-service area.

New graduate students or students returning after an absence of one or more semesters cannot register online; they must complete the three graduate registration forms (registration form, background form and residency form). These forms are available online through webpage http://www.uwplatt.edu/gradstudies/forms.html. There are links to the forms at the bottom right hand side of the webpage. These forms are 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, 104 Brigham Hall, for processing. When the forms are 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 mail 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, e-mail, or in person. Permission must include the student’s name, semester the course is to be taken, course number, and the advisor’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 dean 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 dean of the School of Graduate Studies’ approval replaces the advisor’s approval.*

Class schedules are viewable online at http://www.uwplatt.edu/registrar.
To contact the School of Graduate Studies:
- Call Linda Jamieson at 608.342.1321
- Fax Linda Jamieson: 608.342.1389
- E-mail Linda Jamieson: rainer@uwplatt.edu

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 after the tenth instructional day of the term through the end of the eighth week of that term will be charged a drop fee. A $10 fee for dropping each one credit class will be charged. A $15 fee will be charged for dropping each class of two or more credits. Students must pay the drop fees before the course is actually dropped. If a student registered in a course withdraws from that course before the 10th day of class, that course will not appear on the student’s grade printout for that semester and hence will not be recorded on the student’s transcript. If a student registered in a course withdraws from 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 grade printout and hence on the student’s transcript.

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 web site http://www.uwplatt.edu/business/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 2 weeks prior to the beginning of the semester. The billing statements reflect the charges and payments as of the billing date. Check your balance on-line to get the current balance. If you add classes or change your schedule, check your balance on-line 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 4 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.) 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 33 1/3% of all charges billed on the initial bill, due approximately 4 days after the beginning of each semester and two additional installments of 33 1/3%, due approximately the fifth and ninth week of each semester. Exact due dates are provided with each initial billing statement. A finance charge of 1% per month on the unpaid balance (annual percentage rate of 12%) will be assessed on any balance remaining after the initial billing due date. Registered students who do not receive a bill should contact the Cashier’s Office. Failure to receive a bill will not excuse students from payment deadlines.

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 the Installment Credit Agreement. 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 $20.00 for all checks returned by the bank for any reason.
Late Fee

Students who have not paid at least 33 1/3% of their total initial bill by the initial billing due date of the fall and spring semester will be assessed a $30.00 Late Fee. A $15 late fee will be assessed if 100% of the summer charges are not paid by the end of the regular summer session or the first day of Winterim classes.

Who gets the bill?

The initial bill for the Fall and Spring semesters and all Summer bills are sent to the student’s home address. Billings during the other months of the Fall and Spring semesters are sent to the student’s local address. If the student wants the bill to go to another address, a Change of Billing Address form must be submitted to the Cashier’s Office.

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 is:

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

Room and board charges for students who voluntarily withdraw from the university may be adjusted in accordance with the meal and board contracts. Further information about these contracts is available from the Meal Access Office (342.1404) or the Housing Office (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 six graduate degrees:

On Campus

- Master of Engineering for Computer Science  
  (http://www.uwplatt.edu/csse/jim-cs.html)
- Master of Science in Education Counselor Education  
  (http://www.uwplatt.edu/education/counselor/counselor.htm)

Online

- Master of Science in Criminal Justice  
  (http://www.uwplatt.edu/disted/degrees/cj/index.html)
- Master of Science in Engineering  
  (http://www.uwplatt.edu/disted/degrees/eng/index.html)
- Master of Science in Project Management  
  (http://www.uwplatt.edu/disted/degrees/pm/index.html)

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 twenty-one 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. NOTE: For students admitted between July 1, 2004 and June 30, 2006, the minimum number of 7000 level credits remains at eighteen. For students admitted prior to July 1, 2004, the minimum number of 7000 level credits is fifteen.
- A minimum of 50% of the credits required for a degree must be from the University of Wisconsin-Platteville graduate courses.
- 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 programs:

- Counselor Education
- Master of Science in Education
Before graduate students are admitted to candidacy, their graduate advisor must 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**

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 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. The thesis advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library (http://www.uwplatt.edu/library/reference/gradstud.html).

**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:
  - An approval page to be signed by the advisor and committee members
  - An introduction
  - A statement of the problem
  - Purpose of the study
  - Hypothesis, if applicable
  - Significance or implications of the study
  - Assumptions necessary to undertake the study
  - Delimitation of the study
  - Method of approach including data sources, data gathering methods, and likely analyses
  - General plan of organization
- If the proposed research will involve human subjects, obtain approval (in writing) from the Institutional Review Board for Human Subject Research (www.uwplatt.edu/sponprog/irb.html) before the research is initiated.
- Submit the thesis proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) 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 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 in writing that the oral examination has been successfully completed. The certification is provided to the School of Graduate Studies.

• Submit to the School of Graduate Studies the completed thesis (with signatures), paper deposition form, an extra copy of the abstract and payment for binding the thesis for the library. Each student should consult his/her thesis advisor regarding requirements for additional copies. The thesis binding fee is currently $30.00/copy.

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 at http://www.uwplatt.edu/library/reference/gradstud.html.

Checklist for Completion of the Master’s Seminar Paper or 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:
  • An approval page to be signed by the advisor
  • An introduction
  • A statement of the problem
  • Purpose of the study
  • Hypothesis, if applicable
  • Significance or implications of the study
  • General plan of organization

• If the proposed research involves human subjects, obtain approval (in writing) from the Institutional Review Board for Human Subject Research (www.uwplatt.edu/sponprog/irb.html) before the research is initiated.
• Submit 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) 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 to the seminar paper or educational project advisor for review.
• Submit to the School of Graduate Studies the completed seminar paper or educational project (with signature), paper deposition form, an extra copy of the abstract and payment for binding the seminar paper or educational project for the library. Each student should consult his/her seminar paper or educational project advisor regarding requirements for additional copies. The seminar paper or educational project binding fee is currently $24.00/copy.

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 Dissertation, Katie L. Turabian.
• The Publication Manual of the American Psychological Association.
• Modern Language Association Handbook for Writers of Research Papers.
(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 course work. 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](http://www.uwplatt.edu/gradstudies). The completed and approved form is due in the School of Graduate Studies Office by October 1st for fall semesters, March 1st 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 course work 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 advisor 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 Counselor Education 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 Counselor Education 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 dean 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 dean 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.

### Course Incompletes

An Incomplete (I) may be given when a student fails to complete all requirements for the course during the semester of registration. An Incomplete must be removed within six weeks of the beginning of the following term or the Incomplete will become a Failure (F). An extension
of the six-week time limitation may be granted upon written request of the instructor of the course in which the Incomplete was given.

An Incomplete given in thesis, seminar paper or educational project research will become a Failure (F) after one year if the paper is not completed. Extension of the one-year time limitation may be requested by the student and approved by the thesis or seminar paper/educational project advisor for submission to the School of Graduate Studies. A student must re-register and pay tuition and fees for thesis, seminar paper or educational project research in which the Incomplete has been changed to an “F.” The student must file a repeat card with the School of Graduate Studies Office.

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. A repeat card must be filed with the School of Graduate Studies at the time of registration.

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 50% of the credits required for the degree. The total of credits from other University of Wisconsin-Platteville degree programs and credits transferred from other institutions cannot exceed 50 percent of the credits required for the degree.

Withdrawing from School

To be official, any withdrawal from the university must be cleared with the Registrar’s Office, Counseling Services, the student’s academic advisor, the Student Housing Office, the Financial Aid Office, the Karrmann Library, the Textbook Center, and the 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 withdrawal may be received by contacting the Registrar’s Office.

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 twelve 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 dean 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 dean of the School of Graduate Studies.

Student Discipline and Academic Misconduct

The Assistant Chancellor for Student Affairs handles matters involving students’ rights and responsibilities. The assistant chancellor’s responsibilities regarding discipline are two-fold: to ensure that students are treated fairly, and to see that students meet university policies and regulations. The assistant chancellor 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. (See the University of Wisconsin-Platteville “Policies Governing Student Life” on-line at http://www.uwplatt.edu/university/documents/student_policies/chapter14.html for details regarding student disciplinary procedures and the conduct expectations in chapters 14, 17, and 18.)
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;
- 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, 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 URL http://www.uwplatt.edu/university/documents/student_policies/chapter14.htm or request a printed version from the Office of Student Affairs.

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/gradstudies/.

Graduate Paper

After completing the thesis, seminar paper, or educational project the student should deposit the original paper/project and an extra abstract with the School of Graduate Studies. A binding fee of $24.00 per seminar paper or educational project copy and $30.00 per thesis copy is required at the time of deposit.

Graduation Fee

Before the end of the term in which the degree is to be granted, the student must pay the graduation fee ($25.00) 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. At this commencement, degrees will be formally conferred.

Transcripts

Official transcripts of a student's record may be obtained by written request to the Registrar's Office, 101 Brigham Hall, 608.342.1321, fax 608.342.1389. Transcript request forms are available at the Registrar's Office or you can download the form from website http://www.uwplatt.edu/Registrar/transcripts.html. Request must include the student's signature, social security number, date of birth, dates of attendance, and address where the transcript should be sent. Transcripts cost $3.00 per copy. Payment may be made by cash, check, money order, VISA, or MasterCard. Payment using VISA or MasterCard on a fax or letter request must include the account number, name under which the account is held, and the expiration date. Requests for information concerning activities and scholastic records of students or former students of the School of Graduate Studies will not be released without the authorization for release by the person whose record is involved. Exceptions are made only as prescribed in the Family Educational Rights and Privacy Act-1974. All outstanding obligations must be cleared before an official transcript will be issued. It is the student’s obligation to know that this record is clear.

Financial Aid

http://www.uwplatt.edu/finaid/

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 or contact the financial aid office for an application.

Federal Perkins Loan

The amount of a loan is determined by need and funds available. The loan is interest free while a student is enrolled at least half-time (5 or more credits). Thereafter, 5% interest
is computed annually after a nine-month grace period for new borrowers.

**Federal Stafford Student Loan**

The amount of a loan is determined by need. The loan is interest free while a student is enrolled at least half-time (5 or more credits). Thereafter, a variable interest rate (not to exceed 8.25%) is computed annually after a six-month grace period. Borrowers may receive up to $8500 per year.

**Unsubsidized Federal Stafford Loan**

This loan is subject to the same terms and conditions as the Federal Stafford Loans, except the borrower is responsible for interest while in school. Eligibility is not based on financial need but the loan amount cannot exceed the difference between the cost of attendance and other aid. Borrowers may receive up to $10,000 per year.

**Federal College 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.

**Advanced Opportunity 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 in online graduate programs are not eligible. **To be considered, the Free Application for Federal Student Aid (FAFSA) must be filed.** Further information may be obtained from the Office of Admission and Enrollment Services, 1st floor Brigham Hall, 608.342.1125.

**Other Programs That Do Not Require a Financial Aid Application:**

**Veterans Benefits**

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 the Registrar’s office, 101 Brigham Hall, 608.342.1321.

**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 $7,210 per academic year. For out-of-state graduate assistants, 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. Application forms may be obtained from the Office of Admission and Enrollment Services, first floor Brigham Hall. Early application is encouraged.

**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, contact 608.342.1314 or toll-free 1.888.281.9472. Access course offerings and register electronically via [http://www.uwplatt.edu/cont_ed](http://www.uwplatt.edu/cont_ed).

**Information Services**

**Karrmann Library**

[http://www.uwplatt.edu/library](http://www.uwplatt.edu/library)

The Karrmann Library is a modern learning resource center that provides a diversity of information accessible through computerized indexes to the library’s collections. The collections include 272,000 books, bound periodicals, and Instructional Material Laboratory printed items; over 100 subscription databases, many of which offer full text of journal articles; 90,000 government publications; 11,000 audiovisual materials; 20,000 maps; 1,000,000 microforms; and subscriptions to more than 1,200 periodicals, 60 newspapers, and 1,200 other serial titles. Many more journal and newspaper titles are offered full text online. A statewide interlibrary loan network among UW libraries supplements these materials.

The library’s Web page, accessible from the main UWP page, provides access to a wide variety of electronic resources available on the Internet, including full-text articles. The library’s resources can be accessed either in the library or remotely from computer labs, residence hall rooms, offices, or homes. Reference service is always available on the main floor of the library or by telephone 608.342.1668 or e-mail “Ask a Librarian!” off the library homepage.

To facilitate use, this carpeted and air conditioned building contains several computer labs, a variety of study areas, reading rooms, and individual carrels. In addition, the library includes audiovisual equipment including listening areas, photocopy equipment, microform readers; and special collection areas. 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 support of information resources to faculty incorporating library components into distance learning environments and to students taking courses at a distance from UW System institutions.

**Information Technology**

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

**General Computer Access (GCA) Labs**

Located in the Pioneer Student Center and Karrmann Library, GCA labs are available to all students from early morning to late night during the school term. Labs make available both PC and Macintosh 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 labs 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

OIT operates VMS, NetWare, NT, and LINUX servers in its core system to handle electronic mail, Local Area Network (LAN), Internet access, student accounts, and administrative computing needs.

Campus Wiring Infrastructure

Every residence hall room and every classroom building have the wiring necessary for complete network and Internet access. ResNet, a division of Student Housing, provides support for residence hall network access.

Internet Access

Each student receives a computer account and password that provides full electronic mail capability and access to UWP computer labs. Students may access the Internet in any lab, by dialing in with a modem, via wireless or through a ResNet connection.

Help Desk

The Help Desk at 608.342.1400 is the first point of contact for faculty and staff 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.

Learning Technology Center

http://www.uwplatt.edu/ltc

The Learning Technology Center (LTC), located in the Pioneer Student Center, provides a myriad of training and support services ranging from productivity training to assistance with online delivery of course and departmental information. Working closely with the Karrmann Library, the Office of Information Technology and Television Services, the LTC offers high quality instruction in areas of professional and technical development. Services of the LTC are available at no cost to faculty, staff, and students of UW-Platteville.

Faculty/Staff/Student Training

The LTC offers training and instruction throughout the year. Training is free and covers a full range of classes, including electronic mail, word processing, spreadsheets, information resources, World Wide Web, course management systems, operating systems and multimedia. Training schedules are revised regularly to meet the information resource and technology needs of the campus community. In addition, orientations for newcomers to campus are coordinated with campus-wide orientation programs. Consult the Training and Instruction web site for additional information.

Instructional Technology

The LTC promotes and supports the use of Web utilities for the enhancement of on-campus course content delivery. LTC staff work directly with faculty to provide technical and instructional support for those teaching staff and faculty interested in utilizing the Web or other technologies in teaching.

Computer Training Labs

The LTC has three computer labs available for training: Karrmann B6, the Testing and Assessment Lab in the Pioneer Student Center and the Hempel Collaboratory in the Pioneer Student Center. The labs can be reserved by calling 608.342.1026.

Television Services

http://www.uwplatt.edu/tvservices

Television Services, located in Pioneer Tower, provides a variety of services to faculty and students to support academic programs and projects. The areas of service include the following:

Video and Audio Production

Television Services offers a variety of production services such as lecture taping, video tape editing, mirror learning taping, audio and video tape duplication and audio recording.

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, cassette decks, and slide projectors.

**Cable Television**

Television Services provides cable service to the residence halls, 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 Television Services staff.

**Distance Education**

The University has four facilities with the capability to transmit or receive video from a variety of sources using various technologies. For more information concerning these technologies please call 608.342.1316 or 608.342.1628.

**Satellite Feeds**

Downlinks from C- or KU-band satellites may be recorded onto videotape; and/or routed to a conference room on campus.

**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, freshman and sophomore students must be able to be housed in residence halls, juniors and seniors are next priority, and graduate students are last. 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 new 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 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 Student Housing, Royce Hall.

**Dining Services**

A variety of meal plans are available during the academic year. Students may choose from traditional plans and block plans, most with Dining Dollars. Traditional plans include 19, 14 or 10 meals per week; block plans include 175, 150, 110 or 90 meals per semester. Most plans include $50 to $100 in Dining Dollars. Commuter plans are also available to provide maximum flexibility. All meal plans may be used at the Pioneer Student Center and Glenview Commons.

Meal plans are not offered during summer session at this time. Pioneer Perk Coffee Shop and Pioneer Crossing operations are open for cash service during the summer session.

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. Telephone No.: 608.342.1404. Email: mao@uwplatt.edu.

**Textbooks**

Graduate students are charged a textbook rental fee as part of their tuition. Students must pay all outstanding bills from past sessions before picking up textbooks. A Pioneer Passport I.D. card is required to pick up textbooks. Students may purchase their textbooks during scheduled book sales each semester.

Students must return textbooks to the Textbook Center by 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, students will be 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, 8:00 a.m. to 7:00 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, 8:00 a.m. to 7:00 p.m.) During finals week, the Textbook Center is open 8:00 a.m. to 9:15 p.m. the first four days and 8:00 a.m. to 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, 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. to 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

Career Center

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

Career 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 Dinner with Ms. Manners etiquette event. Students also receive individual, one-on-one assistance with writing résumés and cover letters.

Opportunities for full-time work, internships, or summer jobs are made available to students through our Fall and Spring Career Fairs, Job/Internship Postings, and our web based recruiting software.

Offices are located on the 1st floor of the Ullsvik Center, 608.342.1183. We invite and encourage all students to utilize our services and visit our web site: http://www.uwplatt.edu/careercenter/.

Children’s Center

UW-Platteville’s Children’s Center provides childcare and educational opportunities for children (ages 2 through kindergarten during the academic year and through age 8 during the summer session) of UW-Platteville students and employees. The center is open Monday through Friday from 7:30 a.m. to 5:00 p.m. during the academic year, interim periods, and summer session. A reduced fee is charged to student parents. To be eligible for the student rate, graduate students must carry a minimum of five credits. If a student is registered for less than the minimum credit load, fees will be charged at the faculty/staff rate. To assure families that the Children’s Center strives to provide the best possible program for young children, it maintains accreditation by the National Academy of Early Childhood Programs. This academy recognizes outstanding programs that meet national standards of quality. The center has been accredited since 1993. The Children’s Center also serves as a laboratory and research site for students learning about child development and early childhood education. To request enrollment forms or for further information, call 608.342.1260.

University Counseling Services (UCS)

Professional counselors provide free, confidential personal and academic counseling to students as the need arises. 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. Standardized tests such as the GRE, CLEP, and MAT are administered through the UCS Academic Testing Program. Counseling Services is located on the second floor of Royce Hall. Call 608.342.1865 for more information, or explore their World Wide Web home page at http://www.uwplatt.edu/counseling.
International Student Services/International Student Advisor

The International Student Services office is located at 101 Royce Hall. The International Student Advisor is available to provide pre-admission information to prospective foreign students and to assist new students with 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.

Multicultural Educational Resource Center

[http://www.uwplatt.edu/merc/](http://www.uwplatt.edu/merc/)

The purpose of the Multicultural Educational Resource Center is to enhance the visibility and awareness of diversity at UW-Platteville while attracting high school students, faculty and staff and serving as a resource for transitional issues essential to living in Southwestern Wisconsin. Though the emphasis is on the “person of color,” MERC is available to the university and tri-state community. We demonstrate leadership, creativity, and vision in supporting the continuing development of cultural competence.

The goals used to reach our objective are the promotion of higher retention rates, academic achievement, and graduation rates of minority and disadvantaged students at UW-Platteville. Advisors are available for communication in the areas of academic, personal and social concerns. We provide educational programs that address the campus climate, cultural awareness, service, and career learning.

MERC facilitates interaction of persons of diverse cultural, ethnic, and racial origins with other constituencies of the university community. MERC encourages diverse cultural programming by Campus Programming and Relations (CPR) and provides assistance for student organizations, including Asia Club, Black Student Union, Hmong Club, and Student Organization of Latinos. The Multicultural Educational Resource Center is located at 129 Warner Hall and is open Monday through Friday from 7:45 a.m. to 4:45 p.m. Students are encouraged to walk in and speak with an advisor, or call 608.342.1555 with any questions or concerns. Visit our World Wide Web home page at [http://www.uwplatt.edu/merc/](http://www.uwplatt.edu/merc/).

Services for Students with Disabilities

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 and to assist students with disabilities in obtaining access to university programs and activities in the most integrated setting appropriate. The Office of Services for Students with Disabilities is located at 114 Warner Hall, 608.342.1818 (voice and TTY).

Students with disabilities must provide documentation and must make their requests for accommodations known to the Services for Students with Disabilities Office as early as possible to begin the process of obtaining accommodations. Web site: [http://www.uwplatt.edu/disability/](http://www.uwplatt.edu/disability/).

Women’s Center

Located in 151 Doudna Hall, the Patricia A. Doyle Women’s Center serves as UW-Platteville’s central contact for resources and support for women on campus. The Women’s 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. Our center provides all students, faculty and staff with resources related to women’s issues such as books, magazines, journals and videos. The Center seeks to honor the contributions and experiences of women of all ages, classes, physical conditions, sexual identities, spiritual beliefs, and ethnic origins. Programming, fostering connections, providing resources, and advocating for equitable situations for women are the Women’s Center’s main activities. For more information, call 608.342.1453 or, visit us at [http://www.uwplatt.edu/womensctr](http://www.uwplatt.edu/womensctr) or email womensctr@uwplatt.edu.
II. On-Campus Programs
Master of Engineering for Computer Science

Department of Computer Science and Software Engineering

http://www.uwplatt.edu/csse

Program Coordinator: Rob Hasker
Office: 212 Ullrich
Phone: 608.342.1401
Email: hasker@uwplatt.edu
Professor: Joe Clifton, Rob Hasker
Associate Professor: Mike Rowe, Qi Yang
Assistant Professors: Ambrish Vashishta

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, both to students who begin their studies at UW-Platteville and to students who come to UW-Platteville from partner institutions abroad.

Student Learning Outcomes

Graduates will:
1. demonstrate advanced knowledge and skills in computer science;
2. apply fundamental theory and methods practices to construct software systems in an international setting;
3. interact affectively in terms involving people from different cultures and backgrounds; and
4. engage in and recognize the importance of lifelong learning.

Introduction

The Computer Science track in the Master of Engineering 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 semesters: one semester at a “home” institution (the institution which admits the student), one semester at an “away” institution (one of the international partner institutions), and then a third semester focused on thesis work.

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

All students must take the following:
- Computer Science Foundations - 18 credits
- Project - 4 credits
- Culture & Language - 2 credits
- Thesis - 6 credits

Half of the credits in computer science foundations, project, and culture and language, 12 credits in all, must be earned at a partner institution abroad.

Computer Science Foundations

The set of courses recognized for JIM are as follows. Asterisks mark those courses which include topics from theoretical computer science; this will be discussed below.
- Formal Methods in Computer Science (*)
- Advanced Database Systems and Data Mining (*)
- Object-Oriented Analysis and Design (*, offered at UWP as COMPUTER 5430)
- Design Patterns
- Microelectric Communication
- Natural Language Systems (*)
- Robotics (*)
- Enterprise Computing
- Simulation (*, offered at UWP as COMPUTER 7430)
- Temporal Logic
- Software Quality (offered at UWP as COMPUTER 5730)
- Neural Networks (*)
- Parallel Computing (*)
- Computer Graphics (offered at UWP as COMPUTER 5920)
- Business Process Engineering
- Artificial Intelligence (*, offered at UWP as COMPUTER 5030)
- Compiler Construction (*, offered at UWP as COMPUTER 7630)
- Computer Security (*, offered at UWP as COMPUTER 7460)
- Fuzzy Logic and Applications
- Real-Time Embedded Systems Programming (offered at UWP as COMPUTER 6130)
- Special Topics in Computer Science (offered at UWP as COMPUTER 7830)

Not all of these courses will be offered at all institutions, and offerings will vary by semester. Students are required to take at least one course which includes a significant component of theoretical computer science. These courses are marked with an asterisk in the above list. Offerings are arranged so that students are able to complete their degrees in a timely fashion and so that a variety of areas, including a theoretical component, are covered.

Special topics courses (such as COMPUTER 7830) and independent studies (such as COMPUTER 7980) may be counted towards the 18 required computer science foundations credits on approval by the department chair or program coordinator.

Project

Students are required to take two project courses. Students whose home institution is UW-Platteville will take COMPUTER 7120 (Software Project I) and an equivalent course at the abroad institution. Students for whom UW-Platteville is the abroad institution will take COMPUTER 7220 (Software Project II) and an equivalent course at their home institution.
Culture and Language

Students are required to take two culture and language courses. Students whose home institution is UW-Platteville will currently take GERMAN 5000 (Foreign Languages Travel Abroad Seminar) and an equivalent course at the abroad institution. This course includes an element of language but focuses on such cultural issues as how Germans view Americans. Students for whom UW-Platteville is the abroad institution will take COMMNCTN 5100 (Topics in Communication) and an equivalent course at their home institution. This course includes an element of culture but focuses on language issues.

Thesis

All students must complete 6 credits of thesis work for the computer science track. 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’s department.

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.

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: COMPUTER 2630 and SOFTWARE 2730. Fall

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.

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. Fall odd years

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/SOFTWARE 2630 and COMPUTER/SOFTWARE 3430 and ELECTENG 3780.

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. Application of 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 7430 3 credits

Simulation
Application of computer simulation to discrete systems with emphasis on model formation and output analysis. Programming of several simulation models using a simulation language. P: COMPUTER 263 and MATH 2430 or MATH 4030

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 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 dean 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
Master of Science in Education
– Counselor Education

http://www.uwplatt.edu/education/counselor/counselor.htm

College of Liberal Arts and Education
School of Education
Program Coordinator: Dominic Barraclough
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Program Office: 428 Warner Hall,
Telephone: 608.342.1252
Fax: 608.342.1986
Professor: Kimberly D. Tuescher
Associate Professors: Dominic Barraclough
Assistant Professors: Steven Benish, Craig Wheeler

Statement of Purpose

The Counselor Education program is driven by the belief that learning takes place in an open, empowering, and collaborative atmosphere. The faculty supports an educational process that encourages students to attain maximum achievement in knowledge, skill development, clarification of values, self-knowledge, and ethics.

Graduate study in the program is designed to help the student develop his/her unique potential as a professional counselor. The faculty works to identify and enhance the knowledge and skills needed for professional licensure. The goal is to assist students in the development of their professional, personal, and social identity.

Student Learning Outcomes

Graduates will:

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

Introduction

The Counselor Education Program was established in 1966 as part of the School of Education. It is accredited by the National Council for Accreditation of Teacher Education (NCATE), and is an approved program for school counselor licensure by the Wisconsin Department of Public Instruction (WDPI).

Students admitted into the program work toward a Master of Science in Education degree. All students begin the program in the academic track. Students who gain clinical approval may take courses in the clinical tracks. The clinical tracks are school counseling, community counseling, and student services in higher education. The clinical track prepares students to be eligible for a school counselor license. The community track prepares students to work in human service settings. The student services track prepares students to work on college and university campuses in a variety of roles.

Students take a number of courses in common, including the core courses, research and writing courses, and electives. Students with clinical approval may take clinical track courses.

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

Core courses

- COUNSLED 6250 Group Counseling
- COUNSLED 6600 Measurement for Counselors and Educators
- COUNSLED 6630 Introduction to Professional Counseling
• COUNSLED 7020 Individual Counseling Techniques
• COUNSLED 7070 Counseling Theories
• COUNSLED 7080 Career Counseling Services
• COUNSLED 7090 Advanced Developmental Psychology
• COUNSLED 7180 Family and Multicultural Counseling

Research and Writing courses
• COUNSLED 7650 Research Procedures for Professional Counselors
• COUNSLED 7920 Seminar Paper Research
• COUNSLED 7990 Thesis Research

Clinical Track courses

School Counseling
• COUNSLED 7010 Counseling in the Schools
• COUNSLED 7050 Practicum I
• COUNSLED 7060 Practicum II

Community Counselors
• COUNSLED 7150 Counseling in the Community
• COUNSLED 7050 Practicum I
• COUNSLED 7060 Practicum II

Student Services
• COUNSLED 7140 Student Services in Higher Education
• COUNSLED 7050 Practicum I
• COUNSLED 7060 Practicum II

All courses necessary to achieve a degree are offered at least once during the academic year and/or summer session. The program can be completed on a part- or full-time basis. A minimum of 42 credits is required for a single Clinical Track. Students who want preparation in more than one Clinical Track must add 12-18 credits for each additional Clinical Track. Students who complete 48 credits may waive the seminar or thesis requirement. No more than 9 credits may be taken each semester during the academic year and no more than 6 credits may be taken during the summer session. With these limits, a student may complete the 42-credit program in a minimum of two years (including two summer sessions). Each clinical track consists of a didactic course, Practicum I and Practicum II. The didactic course is designed to introduce students to the basic knowledge of how to function as a professional in that setting. Practicum I is designed so that the student may experience a variety of programs, counselors and sites, becoming involved in basic supervised interventions. During Practicum II the student becomes actively involved in all aspects of the profession at a single site.

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.

Admission to the Program

Counselors must possess personal characteristics that will foster trust with clientele. As evidence of those characteristics and skills, prospective students must have at least a 2.75 undergraduate grade point average, have an appropriate background, and strong communication skills. Prospective students must submit a résumé that speaks to their educational-employment-experiential background and have a personal interview with at least two program faculty members. Preference will be given to those who have had two years or more of full-time employment in a human service field. Admission numbers are limited to available counselor education resources. Students are encouraged to apply for admission by January 15th for summer and fall admission and by April 15th for spring admission. Students who have received a master’s degree from another counselor education program and wish to certify 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 will not be admitted.

Admission to Candidacy

The Graduate Council requires that each student seek admission to candidacy after nine credits and before the end of the next semester. A student must be approved by the Counselor Education Program faculty to qualify for admission to candidacy. The application for admission to candidacy can be obtained from the Counselor Education Program office.

To apply for admission to candidacy the student must:

• Provide recommendations from three professionals outside the department who can address the prospective student’s potential as a counselor.
• Submit an advisor approved program planning form.
• Verify that all deficiencies have been removed.
Approval for Clinical Tracks

A student must have Counselor Education Program faculty approval to enroll in any Clinical Track course work. The faculty will consider the student's demonstrated communication skills, appropriate personality characteristics, behavioral characteristics, and ability to establish counseling relationships.

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 Counselor Education Program faculty.

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 COUNSLED 7920, Seminar Paper Research or COUNSLED 7990, Thesis Research.

Certification 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. Copies of school counselor requirements are available in the Counselor Education Office.

Only students approved for Clinical Track will be eligible for school counselor certification.

A Sample Two-year Program

Fall Semester:

- COUNSLED 6250 Group Counseling
- COUNSLED 6630 Introduction to Professional Counseling
- COUNSLED 7090 Advanced Developmental Psychology

Spring Semester:

- COUNSLED 7020 Individual Counseling Techniques
- COUNSLED 7070 Theories of Counseling and Psychotherapy
- COUNSLED 7180 Family and Multicultural Counseling

Summer Session:

- COUNSLED 6600 Measurement for Counselors and Educators
- COUNSLED 7650 Research Procedures for Professional Counselors

Fall Semester:

- COUNSLED 7050 Practicum I
- COUNSLED 7080 Career Counseling Services
- One of the following
  - COUNSLED 7010 Counseling in the Schools
  - COUNSLED 7140 Student Services in Higher Education
  - COUNSLED 7150 Counseling in the Community

Spring Semester:

- COUNSLED 7060 Practicum II

Summer Session:

- Elective
Counselor Education Courses

COUNSLED 6130 1 credit
**Students at Risk**
Students at risk present challenges in the educational environment which interfere with their ability to be successful. This course is intended to assist the educator/counselor with understanding the factors that put a student at risk, as well as presenting a model of intervention to decrease/eliminate the risk. Practical strategies will be discussed.

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

COUNSLED 6600 1-3 credits
**Measurement for Counselors and Educators**
Teacher and counselor candidates will gain knowledge about basic descriptive statistics and assessment instruments so that they may be able to assess students and/or clients for the purpose of placement and treatment. They will also gain skills in developing useful teaching and/or counseling strategies that address an individual's strengths and weakness indicated through testing.

COUNSLED 6630 3 credits
**Introduction to Professional Counseling**
An exploration of the historical, psychological, sociological, ethical and philosophical foundations of the helping professions. Perspectives on the educational process, and adult and special needs populations are addressed.

COUNSLED 6930 1-3 credits
**Seminar in Educational Issues**
An in-depth study of a current issue, idea, or topic of interest to professional counselors. The topic to be covered is appended to the course designation in the timetable.

COUNSLED 7010 3 credits
**Counseling in the Schools**
Study of the essential elements in school counseling program including the early identification of problems, individual and group counseling, classroom guidance, preparation for education and work, consultation with parents, use of community child and adolescent counseling resources, and research concerning psychological and educational issues. The focus will be on developing competency of the school counseling standards and knowledge of the ASCA model. A professional portfolio will be created by each student.

COUNSLED 7020 3 credits
**Individual Counseling Techniques**
Focus is on the fundamental communication skills used by counselors. Course work is dominated by practice in the use of techniques that optimize listening and responding to client concerns. Students prepare three audio taped or video taped interviews with typescripts for review and critique.

COUNSLED 7050 1-3 credits
**Practicum I**
Clinical approval by the program faculty is required before registration. The student must accrue 75 hours of counseling experiences in the School Counseling and Student Services in Higher Education clinical tracks and 75 – 150 hours in the Community Counseling track. For all three clinical tracks, students observe practice at a minimum of 3 different sites.

COUNSLED 7060 3-12 credits
**Practicum II**
The student must have successfully completed the Practicum I course in the corresponding clinical track prior to this experience. The student must accrue 525 hours of counseling related experiences in the Community and School tracks and 256 hours of service in the Student Services in Higher Education track. A full experience for School and Community track students is 12 credits and for Student Services in Higher Education Students a full experience is 6 credits. Prior to the Practicum II semester, the student needs to apply with the clinical coordinator of their respective track for their site placement(s). The clinical coordinator will assist in making an appropriate placement that offers supervision and a quality experience.
<table>
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<tr>
<th>Course Code</th>
<th>Credits</th>
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<tr>
<td>COUNSLED 7070</td>
<td>3 credits</td>
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<tr>
<td><strong>Theories of Counseling and Psychotherapy</strong>&lt;br&gt; An introductory course designed to examine the philosophical bases, processes, and issues surrounding predominant counseling theories and techniques.</td>
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<tr>
<td>COUNSLED 7080</td>
<td>3 credits</td>
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<tr>
<td><strong>Career Counseling</strong>&lt;br&gt; A core course in which students will acquire an understanding of the role of career life planning. Vocational/occupational information, assessment instruments, and counseling procedures are explored in school, higher education and community settings.</td>
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<tr>
<td>COUNSLED 7090</td>
<td>3 credits</td>
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<tr>
<td><strong>Advanced Developmental Psychology</strong>&lt;br&gt; This course will provide an understanding of developmental processes, an in-depth overview of developmental theories from birth to adulthood, and emphasize counseling and educational issues in the developmental context.</td>
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<tr>
<td>COUNSLED 7110</td>
<td>1-3 credits</td>
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<td><strong>Topical Seminar in Counseling</strong>&lt;br&gt; 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.</td>
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<tr>
<td>COUNSLED 7140</td>
<td>3 credits</td>
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<td><strong>Student Services in Higher Education</strong>&lt;br&gt; This course will serve as an introduction to the profession of proving student services in a pluralistic higher education context through study of the theories of college student development and administration and leadership on a university campus. Students will get the opportunity to explore an area in which they are particularly interested as well as get a broad overview of student service programs as a whole.</td>
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<tr>
<td>COUNSLED 7150</td>
<td>3 credits</td>
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<tr>
<td><strong>Counseling in the Community</strong>&lt;br&gt; An orientation to community agencies and their counseling programs; organization, administration, accountability systems, types of services, and training requirements will be studied.</td>
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<tr>
<td>COUNSLED 7180</td>
<td>3 credits</td>
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<tr>
<td><strong>Family and Multicultural Counseling</strong>&lt;br&gt; This course focuses on the major theories and techniques of marriage and family counseling and their practical application in school and community settings. There is also a major emphasis on synergetic counseling including exploration of the student’s world view, cultural relativism, and racial / ethnic identity development.</td>
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<tr>
<td>COUNSLED 7650</td>
<td>3 credits</td>
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<tr>
<td><strong>Research Procedures for Professional Counselors</strong>&lt;br&gt; This course is designed to familiarize students with the formal processes of research. Major topics include hypothesis generation, research design, statistical testing, and methodological alternatives. Students prepare an abbreviated literature review that incorporates the use of library and internet resources.</td>
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<tr>
<td>COUNSLED 7920</td>
<td>2 credits</td>
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<tr>
<td><strong>Seminar Paper Research</strong>&lt;br&gt; 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.</td>
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<tr>
<td>COUNSLED 7980</td>
<td>1-3 credits</td>
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<tr>
<td><strong>Independent Study in Counselor Education</strong>&lt;br&gt; The total amount of credit allowed for independent studies may not exceed three credits except with the special permission of the Counselor Education Program and the graduate dean. 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.</td>
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<tr>
<td>COUNSLED 7990</td>
<td>3-4 credits</td>
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<tr>
<td><strong>Thesis Research</strong>&lt;br&gt; Three graduate faculty serve on the student’s thesis committee and must have signed a thesis proposal in order for the student to register for Thesis Research. Procedures for thesis research can be found at <a href="http://www.uwplatt.edu/library/reference/gradstud.html">http://www.uwplatt.edu/library/reference/gradstud.html</a>.</td>
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Master of Science in Education
http://www.uwplatt.edu/education/

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Associate Professors: Michael Anderson, Dominic Barraclough, Alison Brooke Bunte, Rea Kirk, William McBeth, Roderick Zentner
Assistant Professors: Steven Benish, David Braun y Harycki, Wonim Son, Craig Wheeler,

Statement of Purpose

The Master of Science in Education program provides advanced study to teachers or teacher candidates who have completed a bachelor's degree. Specifically, the goals are to provide advanced study in the following:

- Special education/inclusion, early childhood, ages B-11, elementary, middle, ages 10-14, secondary education and ages 10-21 for currently licensed teachers;
- Special education/inclusion, early childhood, ages B-11, elementary, middle, ages 10-14, secondary education and ages 10-21 leading to licensure for students with excellent undergraduate records;
- Reading leading to licensure as a reading teacher and/or reading specialist;
- Educational Administration License;
- Special Education/Cross Categorical License;
- Course work to develop and enhance skills in designing, delivering, and assessing education programs for adult learners.

Student Learning Outcomes

Graduates will:
1. demonstrate knowledge of child development;
2. design developmentally appropriate curriculum;
3. demonstrate developmentally appropriate teaching strategies;
4. design developmentally appropriate assessment of student learning;
5. conduct action research in their classroom;
6. construct a plan for professional development;
7. expand knowledge of the Wisconsin Standards for Teachers;
8. evaluate their own teaching performance and identify strengths and areas for improvement.

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.

Program Plan - M.S.E.
Teaching: B-11, 10–14, 10-21, B-21

Writing Proficiency

All degree candidates seeking a degree must demonstrate research and writing proficiency. For the emphases listed above, there are two degree program options. Students may select either:

- 30 credits of approved graduate coursework that includes a thesis (3-6 credits), seminar paper (0-2 credits), or an educational project (0-2 credits) or
- 36 credits of approved graduate coursework.

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. This goals statement is to identify the student's present and future needs. These needs may range from strengthening one's background in professional or content areas to the completion of an
extended license for teaching a particular group of learners. After the goals statement is developed, the advisor and the student prepare a tentative program of study specifying courses to be taken. This program of study is then submitted to another member of the graduate faculty for review.

**Coursework**

All programs consist of core courses and an area of knowledge. At least twenty-one 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. NOTE: For students admitted between July 1, 2004 and June 30, 2006, the minimum number of 7000 level credits remains at eighteen. For students admitted prior to July 1, 2004, the minimum number of 7000 level credits is fifteen.

**Core Courses**

All programs must include a minimum of three credits from each of the five core categories:

**Foundations:** (3 credits minimum) Courses that address fundamental concepts of policy processes, planning, analysis, human relations, and psychology appropriate to the learner. Approved courses include (but are not limited to):
- TEACHING/PHLSPHY 7010 Philosophical Foundations of Education; or
- TEACHING 7050 Public Relations in School and Community

**Research:** (3 credits minimum) Courses that deal primarily with research methodology appropriate to the learner. Courses should deal with data collection procedures and interpretation of research studies related to the student's area of concentration. Approved courses include (but are not limited to):
- TEACHING 7000 Research Procedures

**Developmental Needs of the Learner:** (3 credits minimum) Courses that include current theories of learning and the nature of the learner. Approved courses include (but are not limited to):
- TEACHING 6830 Strategies for Effective Inclusion; or
- TEACHING 6630 Learning and Language Disorders

**Effective Instruction and Reflective Thinking:** (3 credits minimum) Courses that include instructional development, and evaluation and management of the learning-teaching process. Approved courses include (but are not limited to):
- TEACHING 7130 Improving Instructional Effectiveness; or
- TEACHING 7230 Remedial Reading Practicum

**Curriculum:** (3 credits minimum) Courses that address instructional strategies, concepts, and procedures in developing educational programs, organizational analysis, and management. Approved courses include (but are not limited to):
- TEACHING 7040 School Curriculum; or
- TEACHING 7060 Middle School Curriculum

**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.

**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 plus a thesis (3-6 credits) or seminar paper/project (0-2 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. This goal statement is to identify the student's present and future needs. These needs may range from strengthening one's background in professional or content areas to the completion of an extended license for teaching adult learners. After the goal statement is developed, 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 dean.

**Coursework**

All programs consist of core courses and an area of knowledge. At least twenty-one 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. NOTE: For students admitted between July 1, 2004 and June 30, 2006, the minimum number of 7000 level credits remains at eighteen. For students admitted prior to July 1, 2004, the minimum number of 7000 level credits is fifteen.
Core Courses

All programs must include a minimum of three credits from each of the four core categories:

**Foundations:** (3 credits minimum) Courses that address fundamental concepts of policy processes, planning, analysis, and human relations appropriate to adult education. Approved courses include (but are not limited to):
- TEACHING/PHLSPHY 7010 Philosophical Foundations of Education
- TEACHING 7050 Public Relations in School and Community

**Research:** (3 credits minimum) Courses that deal primarily with research methodology appropriate to adult education. Courses should deal with data collection procedures and interpretation of research studies related to the student’s area of concentration. Approved courses include (but are not limited to):
- TEACHING 7000 Research Procedures
- COUNSLED 7650 Research Procedures for Professional Counselors

**Teaching, Learning, and Assessment:** (3 credits minimum) Courses that include current theories of learning, the nature of the adult learner, instructional development, and evaluation and management of the learning-teaching process. Approved courses include (but are not limited to):
- TEACHING 6830 Strategies for Effective Inclusion
- TEACHING 7130 Improving Instructional Effectiveness
- TEACHING 7230 Remedial Reading Practicum
- TEACHING 7550 The Adult Learner

**Curriculum:** (3 credits minimum) Courses that address instructional strategies in teaching adults, concepts and procedures in developing adult educational programs, organizational analysis, and management. Approved courses include (but are not limited to):
- INDUSTDY 6790 Developing Safety Programs
- PHYSED 6330 Organization, Administration, and Curriculum of Physical Education and Health
- TEACHING 7040 School Curriculum
- TEACHING 7520 Supervision and Administration of Reading Programs
- TEACHING 7540 Program Planning for Adults

**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.

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 (HS) Concentration focuses on the behavioral sciences through selected courses in psychology, counselor education, 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 receive sites including Madison, Racine, Janesville, and Milwaukee. 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.

Course scheduling

The School of Education offers classes on Fridays and Saturdays throughout the year. Typically two 3-credit classes are scheduled for fall and spring semesters, and one 3-credit class for the summer session. Generally classes meet on four weekends (Fridays from 6 p.m. - 9:30 p.m. and Saturdays from 9 a.m. - 4:30 p.m.), thus allowing students to take 6 credits in both fall and spring semesters, and 3 credits in the summer, (15 credits each year, or 30 credits in two years). In addition, students may sign up for the Graduate Practicum in Teaching for 1-4 credits during any of the semesters (up to a total of 8 credits).

Typical course offerings include the following:
- COMMNCTN 7330 Organizational Communication
- COUNSLED 7110 Topical Seminar in Counseling: Human Services Theories
- CRIMLJUS 6630 Current Topics in Criminal Justice: Interviewing
- CRIMLJUS 6830 Psychopharmacology for AODA Counselors
- PSYCHLGY 6020 Contemporary Issues in Psychology: Assessment and Diagnosis of Psychopathology
- TEACHING 7000 Research Procedures
- TEACHING 7050 Public Relations in School and Community
- TEACHING 7540 Program Planning for Adults
- TEACHING 7550 The Adult Learner
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 experience.

For more information, call the School of Education toll free at 1.866.681.5168.

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 which 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 which 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 Paper Research. Students are assigned a faculty advisor, who will work with them in developing and submitting their Seminar Paper Research. 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 as well as 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 Paper Research.

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

1. ENGLISH 7250 Literature for TESOL Teachers
2. ENGLISH 5000 Technical Writing
3. ENGLISH 5260 Language and Culture
4. TEACHING 7150 Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL)
5. ENGLISH 5940 Grammar in Context
6. TEACHING 7130 Improving Instructional Effectiveness
7. ENGLISH 6670 Methods of Teaching English as a Second or Other Language (TESL)
8. ENGLISH 5250 Sociolinguistics
9. TEACHING 7000 Research Procedures
10. TEACHING 7830 Seminar Paper Research
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 completed:

- Eligibility to hold a Wisconsin license to teach, 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 6630 Learning and Language Disorders*
- TEACHING 7210 Reading at the Elementary and Middle Schools
- 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**

*If TEACHING 6630 (Learning and Language Disorders) is taken for undergraduate credit, the candidate must select graduate credit from the optional courses or equivalents to meet the required minimum of 18 credits of graduate work.

**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). If candidates prove sufficient experience at teaching reading at the elementary/middle or middle/secondary, TEACHING 7880 (Graduate Practicum in Teaching) may be waived.

Reading Specialist (317 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 completed:

- 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:

- COUNSLED 6600 Measurement for Counselors and Educators
- TEACHING 7000 Research Procedures
- TEACHING 7040 School Curriculum
- TEACHING 7250 Content Area Reading*
- TEACHING 7280 Seminar in Reading
- TEACHING 7880 Graduate Practicum in Teaching*
- TEACHING 7970 Supervision of Student Teachers**

*Combined work in TEACHING 7250 (Content Area Reading) and TEACHING 7880 (Graduate Practicum in Teaching) must total at least 3 credits.

**May be waived if candidate has sufficient experience in supervision.

Program Plan – Educational Administration

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 courses. 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 Administrative 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
- TEACHING 7390 Educational Administration Systems II
Program Plan - Special Education Cross-Categorical Certification Program

The Special Education Cross-Categorical Certification program provides advanced study to licensed teachers and to teachers eligible for a Wisconsin teaching license. Students develop a portfolio for documenting competencies for license in Cross-Categorical Special Education. A required first course, TEACHING 7610, has been developed for competency assessment for this license.

Courses in the Special Education Cross-Categorical Certification Program:

- COUNSLED 6600 Measurement for Counselors and Educators
- TEACHING 6030 Management of Students with Learning and Emotional Disabilities
- TEACHING 6150 Assessing Students with Special Needs
- TEACHING 6200 Transitions for Children with Disabilities
- TEACHING 6730 Working with Families of Children with Disabilities
- TEACHING 6830 Strategies for Effective Inclusion
- TEACHING 7610 Portfolio Development and Competency Review
- TEACHING 7620 Special Education: Laws and Legal Issues
- TEACHING 7630 Instructional Content and Practice
- TEACHING 7640 Ethical Practices in Teaching Children with Disabilities
- TEACHING 7960 Cross-Categorical Special Education Practicum

Teaching Courses

TEACHING 5110 2 credits
Key Concepts of Middle Level Education
Provides students with understanding of the philosophy and organization of middle level education. C: TEACHING 5120.

TEACHING 5120 2 credits
Characteristics of Transescents
Introduces characteristics of young adolescents with a focus on their physical, intellectual, emotional, and social development. C: TEACHING 5110.

TEACHING 5130 3 credits
K-4 Methods for Cognitive Development
Considers teaching strategies and classroom management techniques appropriate for kindergarten and the primary grades. C: TEACHING 5240.

TEACHING 5210 2 credits
Multicultural Education and the Young Adolescent
A study of social, economic, gender, exceptionality, cultural, and other factors that affect equal educational opportunity for young adolescents and pertinent educational programs.

TEACHING 5220 2 credits
Education in a Multicultural Society
Provides study of equity and fairness in United States society and schools. Requires students to consider various perspectives and programs to effect change in society and schools.
TEACHING 5230 3 credits
*Teaching Science at the Middle and Secondary Schools*
Studies methods, procedures, and materials for science curriculum and instruction in the middle and secondary school. C: TEACHING 4210/6210.

TEACHING 5240 3 credits
*Pre-K Methods for Cognitive Development*
Considers theory of cognitive development of infants, toddlers, and preschool children. Develops age appropriate activities in the areas of health, math, science, social studies, ethnic studies, environmental education, and creative thinking for the preschool level. C: TEACHING 5130.

TEACHING 5320 3 credits
*Psychology of Learning Encompassing the Exceptional Child*
Exposes students to several educational theories and practices that impact the teaching and learning process with a focus on working with students with special needs.

TEACHING 5330 3 credits
*Developmental Reading in the Elementary and Middle Schools*
Studies reading processes, reading readiness, word recognition, comprehension, reading rates, vocabulary, reading interests; selection and use of reading materials; evaluation of reading progress; laboratory practice with children.

TEACHING 5340 3 credits
*Developmental Reading for Middle and Secondary Teachers*
Examines reading progress, reading readiness, word recognition, comprehension, reading rates, vocabulary, reading interests; selection and use of reading materials; evaluation of reading progress; laboratory practice with transescents and adolescents.

TEACHING 5430 3 credits
*Teaching Language Arts at the Elementary and Middle Schools*
Examines the four areas of the language arts - listening, speaking, reading, and writing. Emphasizes writing processes, whole language, and integrating language arts across the curriculum.

TEACHING 5530 3 credits
*Teaching History and Social Studies at the Middle and Secondary Schools*
Studies goals, skills, issues, materials, and the role of history and social studies instruction in middle and secondary schools. Explores the school of conceptual design as it applies to history and social studies instruction. C: TEACHING 4210/6210.

TEACHING 5630 3 credits
*Ethnic and Gender Equity in Education*  
(Offered under ETHNSTDY 5630, TEACHING 5630 and WOMSTD 5630.) Develops appreciation, understanding, and awareness of equity 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 5640 3 credits
*Creative Development in Early Childhood*
Studies theories and techniques for the enhancement of creative expression in young children. Includes age appropriate activities in the areas of art, music, movement, and dramatic play.

TEACHING 5730 4 credits
*Guidance, Assessment and Instruction in Early Childhood*
Considers guidance, social-emotional adjustment, developmental assessment, effective teaching strategies, classroom management techniques, and continuity of learning experiences. Includes review and critique of authentic and standardized assessment instruments for both formative and summative evaluation and report to parents.
TEACHING 5840 4 credits
Developmental Reading and Language Arts in the Content Areas for Middle/Secondary Grades
The purpose of this course is to promote teacher candidates in their competence in developing effective reading and language arts skills and habits in their students, especially in the content fields, in middle and high school. (Required for early adolescent/adolescent teacher candidates.) P: TEACHING 1230 or PHYSED 2320.

TEACHING 6020 2 credits
Educational Media Technology
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; microcomputer applications and the operation of equipment.

TEACHING 6030 1-3 credits
Management of Students with Learning and Emotional Disabilities
Increases understanding of instructional practices for managing classroom behavior. Presents techniques for preventing behavior problems and for intervening when problems do occur.

TEACHING 6090 4 credits
Integrated Methods: Language Arts and Social Studies
This is a course focusing on connections of content, methods, and developmental needs of early childhood language arts and social studies teaching. The course content builds around themes that grow from the intersection of the professional concerns of the participants and the Wisconsin Teacher Standards. The themes grow from the content of the language arts and the social studies appropriate to the young learner. This course must be taken as part of the professional block in the semester immediately preceding student teaching.

TEACHING 6110 1-2 credits
Pre-Student Teaching at Elementary/ Middle Level
Observations of children/youth in learning situations, participation in the learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences. Required for students preparing to teach early childhood, elementary, or elementary/middle level. Student should take this course concurrently with the appropriate methods course(s).

TEACHING 6120 2 credits
Pre-Student Teaching and Seminar in an Inclusionary Environment
Observation of children/youth in learning situations, participation in the learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences in an inclusionary environment. Required of students working toward a special education/inclusion minor.

TEACHING 6140 4 credits
Teaching Mathematics and Science in Early Childhood and Elementary Settings
This course addresses standards, methods, theories, and materials related to teaching mathematics and science in early childhood and elementary settings. P: MATH 2030 with a grade of C or higher and admission to the School of Education. C: TEACHING 4110/6110 Pre-Student Teaching at Elementary/Middle Level and a field placement.

TEACHING 6150 3 credits
Assessing Students with Special Needs
A survey of psychological testing with emphasis on the evaluation, administration, interpretation, and statistical analysis of the results of psychological testing devices and techniques.

TEACHING 6200 1-3 credits
Transitions for 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.

TEACHING 6210 1-2 credits
Pre-Student Teaching at Middle/ Secondary Level
Observations of youth in learning situations, participation in the learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences. Required of students preparing to teach middle, middle/secondary, secondary level, or K-12 special subject majors (art, music, and physical education). C: Students should take course concurrently with the appropriate methods.

TEACHING 6220 2 credits
Advising, Interaction and Communication
Focuses on the classroom affective skills required of middle school teachers including listening, group dynamics, encouragement, and non-verbal communication. C: TEACHING 6620.
TEACHING 6250 2 credits  

**Seminar in Early and Middle Childhood**  
This course provides a balanced view of the sociological, philosophical, and ethical forces affecting early childhood/middle childhood education in America. Students will re-model lesson plans with critical thinking strategies and reflect on prior experiences in schools in order to form judgments about ethical teaching behavior. **P:** TEACHING 3130 K-4 Methods for Cognitive Development; TEACHING 3240 Pre-K Methods for Cognitive Development; TEACHING 3040 Reading, Literacy, and Literature I; TEACHING 3730 Guidance, Assessment and Instruction in Early Childhood; TEACHING 4420 Oral Language and Emergent Literacy.

TEACHING 6330 3 credits  

**Administration and Family Relations in Early Childhood**  
Development of managerial and leadership roles, knowledge of requirements for certification and licensing, effective communication with staff and parents, 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 6430 2 credits  

**Teaching of Beginning Reading**  
Examines reading readiness, beginning reading techniques, innovations and approaches to reading; phonics and whole language in primary reading programs; planning and teaching reading lessons.

TEACHING 6530 1-4 credits  

**Current Topics in Education**  
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 6550 2 credits  

**Instruction in Applied and Integrated Strategies**  
Provides instruction in and support for implementing strategies that foster curriculum integration and application through the Authentic Task model.

TEACHING 6620 2 credits  

**Teaching Transescents**  
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 6630 3 credits  

**Learning and Language Disorders**  
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 6730 1-2 credits  

**Working With Families of Children with Disabilities**  
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 consultation practices, working with agencies, and communication skills are all covered in this course.

TEACHING 6830 1-3 credits  

**Strategies for Effective Inclusion**  
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.

TEACHING 7000 3 credits  

**Research Procedures**  
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.

TEACHING 7010 3 credits  

**Philosophical Foundations of Education**  
(Offered under TEACHING 7010 and PHLSPHY 7010.) Critically examines five major visions of reality, human life, and life’s meaning that underlie educational practice today, to equip and encourage students to bring greater intellectual integrity to their work as educators.

TEACHING 7040 3 credits  

**School Curriculum**  
Examines development, implementation, and evaluation of curriculum as it has been shaped by social forces of this and other countries, including recent research in curriculum. Special attention is given to professional developmental needs of teachers and the promotion of reflective thinking.
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, 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 of school-community relations programs.

TEACHING 7060 3 credits
Middle School Curriculum
Considers the development of the school curriculum as it has been shaped by social forces and research. Emphasizes middle level education and the teaching process in grades 5-8. Provides special attention to professional needs of teachers and the promotion of reflective thinking.

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 decision-makers.

TEACHING 7150 3 credits
Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL)
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 which are part of most TESOL programs and usually taught within the context of acquiring oral language.

TEACHING 7200 3 credits
Language Arts at the Elementary and Middle Schools
Considers oral and written expression, listening, spelling, handwriting, and vocabulary; includes the broader aspects of communication, problems of course study, instruction, methods, materials, textbooks, measures of accomplishment, and the correction of pupil difficulties in language expression.

TEACHING 7220 3 credits
Remedial Reading
Provides instruction 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
Remedial Reading Practicum
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. P: TEACHING 7220 or equivalent.

TEACHING 7240 3 credits
Juvenile Literature
Provides advanced study in literature for children and youth; administration of a recreational reading program, methods of teaching and integration with other curricular areas; evaluation and selection of significant books and appraisals of recent books including special study of project English. Students read at the level in which they are most interested - primary, intermediate, or middle level school.

TEACHING 7250 3 credits
Content Area Reading
Considers the utilization of reading skills, study strategies, and materials as applied to (a) selected field(s), and techniques for incorporating reading into content area instruction.

TEACHING 7270 3 credits
Reading in the Middle/Secondary School
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.
TEACHING 7280 3 credits
Seminar in Reading
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.

TEACHING 7340 2 credits
Educational Administration Introduction Seminar
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.

TEACHING 7350 1-4 credits
Educational Administration Relationships
This module will address the following: personnel issues, classroom management, community relations, school climate, relationships with district office, school board members, professional judgment, school culture, diversity issues, and leadership and management styles. P: TEACHING 7340.

TEACHING 7360 1-4 credits
Educational Administration Student Learning
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 and how these standards transfer into effective classroom activities. P: TEACHING 7350.

TEACHING 7370 1-5 credits
Educational Administration Systems I
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 7380 1-4 credits
Educational Administration Legal Aspects
Legal Issues for School Administrators. Participants develop a working knowledge of law as it relates to functioning as a school administrator. Researching and resolving legal issues impacting school operations using practical problem situations forms the focus. In addition, relevant statutory and case law are included. P: TEACHING 7370.

TEACHING 7390 1-5 credits
Educational Administration Systems II
The Systems II module is an extension of the Systems I module with an emphasis on simulations and practicum projects. P: TEACHING 7380.

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
Examine program development concepts, approaches, and practices used for planning, conducting, and evaluating programs for adults. Analyze framework for identifying relationships among learner goals, content, format, setting, learning objectives, learning activities, and outcomes. Develop processes and procedures for identifying and addressing educational needs and interests. Analyze tools for managing financial and non-financial resources. Develop 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 will also 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: Licensed teachers or emergency licensed special education teachers.

TEACHING 7620 1-3 credits
Special Education: Laws and Legal Issues
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 1-3 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 1-2 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 7830 0-2 credits
Seminar Paper Research

TEACHING 7860 6 credits
Comparative Education and Supervised Overseas Fieldwork
Reviews educational patterns in contemporary societies through the study of persistent and cross-cultural education topics related to such subjects as nationalism, human rights, finance, teacher education, religion, tradition, and reform. Reinforces understandings through an international field experience during which time the participant works in a school with his or her counterpart. Stresses individual comparative studies and overseas school experience in the candidate’s teaching area.

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 2-6 credits
Cross-Categorical Special Education Practicum
The practicum in SLD/EBD/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 which 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 1-4 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 Dean 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 Dean 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
Support Courses

Agricultural Industries Courses

AGINDUS 5430 3 credits
*Quantitative Methods in Farm and Agribusiness*
This course provides both introduction to and application of the quantitative tools often used in farm and agribusiness decision-making. The toolbox will include sampling and survey design, regression, correlation, tests for dependence, hypothesis testing, nonparametric techniques, linear programming, simulation, optimization, and others.

AGINDUS 5500 3 credits
*Agricultural Prices and Risk Management*
Analysis of agricultural and nonagricultural price trends; elasticity of demand and supply; seasonal prices; and price cycles. Understanding the theory of demand and supply; how they change; and the impact on agricultural prices.

AGINDUS 5520 3 credits
*Agricultural Law*
An introduction to the historical background of law and legal institutions; various legal contracts; law pertaining to real and personal property; landlord and tenant arrangements; agricultural business arrangements, partnerships, corporations, and cooperatives; legal aspects of sales transactions; legal aspects of credit; governmental regulatory agencies.

AGINDUS 5530 3 credits
*Agricultural Commodity Marketing*
Current marketing trends and problems, futures marketing and forward contracting, bargaining, international trade, current marketing issues of selected agricultural commodities.

AGINDUS 5830 3 credits
*Engines and Tractor Systems*
Operating principles, maintenance, adjustment, and testing of gas and diesel engines used in agriculture. Analysis of tractor and power transmission systems.

AGINDUS 5850 3 credits
*Electrical Applications in Agriculture*
Elementary electricity; planning of farmstead electrical systems; selection, operation, and maintenance of electrical equipment; application of electricity to heat, light, and power; emergency power generation.

AGINDUS 5900 3 credits
*Planning Cooperative Education in Agriculture*
Determination of general program objectives and planning for the administration of all facets of the program, including curriculum development, instructional facilities and materials, supervised Agricultural Experience Programs and the F.F.A. Program of Activities (M.S.E.: Curriculum).

AGINDUS 5950 3 credits
*Soil and Water Conservation Engineering*
Land description and characteristics of watersheds. Design, layout, and construction of waterways, diversions, terraces, and earthen structures.

AGINDUS 6400 3 credits
*Livestock and Meat Marketing*
Economic analysis of principles and methods of marketing, evaluating and pricing meat animals, and the marketing and merchandising of meat and meat products for the beef, pork and poultry industries.

AGINDUS 6460 3 credits
*Agricultural Policy Seminar*
The making of Agricultural, Food, Rural, and Environmental Policy including history, process, political dynamics, and players; the current state of legislative developments; and an evaluation of the economic, environmental, and social impacts of current and alternative policy.

AGINDUS 6500 3 credits
*Agribusiness Management*
Management of the agribusiness firm including planning, organizing, coordinating, control and communication. Special emphasis is given to learning and decision-making through case studies including financial analysis, investments, organizational structure, etc.

AGINDUS 6520 3 credits
*Economics of Agricultural Production and Marketing*
Application of agricultural production theory, optimum allocation of resources and products, analysis of resource shifts in agricultural production, economic theory of production, pricing, and marketing applied to the agricultural economy and industries.

AGINDUS 6560 3 credits
*Current Issues in Farm Management*
Current problems and techniques in analyzing and managing the farm business firm. Topical areas include tax management, machinery management, farm leases, estate planning, farm partnerships, and corporations, and farm expansion.
AGINDUS 6620 2 credits
Agricultural Commodity Price Forecasting
Analyze basic commodity price fluctuations. The three major approaches include technical, fundamental, and behavioral analysis. Primary emphasis involves charting theory.

AGINDUS 6640 2 or 3 credits
Current Issues in Agricultural Industries
The course content will vary with each offering based on issues identified for specific class. Examples of probable issues include commodity marketing analysis for hedging and forward pricing; agricultural finance; and farm/agribusiness marketing and management.

AGINDUS 6690 3 credits
Hydraulics and Machinery Engineering
Hydraulic principles, components and systems. Management, operation, adjustment, and maintenance of agricultural machinery.

AGINDUS 6790 3 credits
Materials Handling and Energy Seminar
Principles and applications of handling agricultural products. Sales, service, employment opportunities, and special problems relating to agricultural, environmental, and energy systems.

AGINDUS 6890 3 credits
Structures and Environmental Control
Planning and construction of agricultural buildings with respect to functions, esthetic and environmental aspects; construction components; material utilization; moisture and heat transmission, ventilation system design, and physiological effects of environment on animals and crops.

AGINDUS 6930 3 credits
Teaching Cooperative Education in Agriculture
Application of the teaching-learning process to education in agriculture, including methods of instruction, the computer and other instructional media, preparation of teaching plans, and experiencing teaching through role playing (M.S.E.: Foundations).

AGINDUS 7980 1-4 credits
Independent Study in Agriculture
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 who register 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.

Agricultural Sciences Courses

AGSCI 5000 4 credits
Animal Nutrition
Practical application of nutrition principles to livestock feeding; the characteristics of feeds; practice in formulating rations and studies of their relative economy in the management of herds and flocks.

AGSCI 5010 3 credits
Dairy Product Analysis and Processing
The testing of milk and dairy products; elements of the manufacture of various dairy products in relation to quality milk production on the farm.

AGSCI 5030 3 credits
Genetics of Livestock Improvement
Qualitative and quantitative genetics and their application to the breeding and improvement of domestic animals.

AGSCI 5040 3 credits
Principles of Meat Science
Structure and composition of skeletal and connective tissue; postmortem changes affecting meat quality and processing characteristics; processing techniques and quality control tests for meat products.

AGSCI 5070 3 credits
Biotechnology in Animal Science
Principles of current methodologies used in biotechnology and the specific application to areas of animal science will be presented.

AGSCI 5270 3 credits
Landscape Design
An exploration of the basic principles and practices of landscape design including the art of landscapes, comprehensive site analysis and base map preparation, design principles, understanding and respect for the plant materials in landscapes, graphic skills and preparation of landscape drawings.
AGSCI 5320 3 credits
**Landscape Horticulture**

The basic principles and practices of landscape horticulture including identification, propagation, cultural requirements, and use of plant species important in Midwest landscapes.

AGSCI 5330 3 credits
**Soil Morphology and Classification**

Morphology and classification of soils; interpreting and using soil survey information; describing and mapping soil properties.

AGSCI 5600 3 credits
**Ration Formulation/Evaluation**

Basis of ration formulation and evaluation. Formulation using different methods with major emphasis on computer programs. Evaluation using case studies of herds with nutritional problems.

AGSCI 6030 4 credits
**Beef Management**

Management principles of beef production including selection, feeding, marketing, reproduction, and promotion.

AGSCI 6040 4 credits
**Swine Management**

The management of technologies incurred in selecting feeding, housing, disease control, and handling are discussed and demonstrated. The student is introduced to the organizational structure, economic realities, and production trends current in the industry.

AGSCI 6050 3 credits
**Sheep and Wool Management**

The principles and problems involved in sheep and wool production.

AGSCI 6070 4 credits
**Dairy Cattle Management**

Principles and problems involved in dairy cattle management. Emphasis will be placed on actual involvement in making managerial decisions.

AGSCI 6080 3 credits
**Ruminant Nutrition**

Anatomy and physiology of the ruminant gastrointestinal tract; the digestion, absorption, metabolism, utilization, and biochemical functions of nutrients as applied to ruminants.

AGSCI 6090 3 credits
**Monogastric Nutrition**

Digestion, absorption, and metabolism of nutrients in monogastrics. Nutrition of protein, energy, fat, minerals, vitamins, and feed additives for swine, horses, and poultry. Practical application and ration balancing for each species studies.

AGSCI 6110 4 credits
**Farm Animal Reproduction**

Covers basic anatomy, physiology, and endocrinology for reproduction in cattle, swine, sheep, horses, and poultry. Basic concepts and principles will be integrated with reproductive management including proper utilization of artificial insemination, estrous synchronization, and ova transplant.

AGSCI 6130 3 credits
**Mammalian Endocrinology**

(Offered under AGSCI 6130 and BIOLOGY 6130.) The structural and functional classification of hormones, principles of hormone action, and the regulation of body functions by the endocrine system with emphasis on homeostasis.

AGSCI 6150 3 credits
**Biology of Lactation**

Basic anatomy, physiology, endocrinology, and biochemistry of the mammary gland; factors affecting milk yield and composition; diseases and abnormalities of the mammary gland; principles and mechanics of milking machines.
AGSCI 6350  3 credits
Soil and Water Conservation  
The application of physical, chemical, and biological principles to soil and water conservation.

AGSCI 6370  3 credits
Soil Physics  
Physical properties, moisture relations and methods of physical analysis of soil with respect to soil structure, soil water, soil air and soil temperature.

AGSCI 6390  4 credits
Soil Analysis  
Methods of analysis and the use of special equipment in determining soil reaction, available and total nutrients, and other constituents of the soil.

AGSCI 7980  1-4 credits
Independent Study in Agriculture  
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 dean of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for Independent Study in Agriculture 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 Agriculture may not be used for collecting information for the seminar paper.

Art Courses

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 dean 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 5030  3 credits
Ornithology  
Anatomy, physiology, life histories, and environmental relationships of birds. Laboratory study and field trips.

BIOLOGY 5040  4 credits
Comparative Anatomy of the Vertebrates  
Comparative studies of the organs and systems of Vertebrata; includes dissections of the shark, necturus, and cat.

BIOLOGY 5110  3 credits
Freshwater Biology  
Examination of the physical components and biological communities of lakes, streams, and wetlands and the relationships between them. Integration of fieldwork, scientific literature, and laboratory analyses. Two lecture hours and one three hours of lab per week. P: BIOLOGY 1450, and CHEMISTRY 1140. BIOLOGY 3430 is strongly recommended.

BIOLOGY 5120  2 credits
Animal Tissue Culture  

BIOLOGY 5140  4 credits
Vertebrate Embryology  
Lecture and laboratory study of amphibian, avian, and mammalian embryology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOLOGY 5240</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
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<tr>
<td>Classification, morphology, physiology, and genetics of microbes; relation of bacteria to viruses and prions; survey of bacteria found in the environment and their control; principles of immunity and diseases.</td>
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<tr>
<td>BIOLOGY 5330</td>
<td>3</td>
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<tr>
<td>Genetics</td>
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<tr>
<td>Basic principles of inheritance and nature of the gene as related to structure, function, mutation, and recombination.</td>
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<tr>
<td>BIOLOGY 5340</td>
<td>4</td>
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<tr>
<td>Entomology</td>
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<tr>
<td>Structure, classification, life histories, behavior and economic aspects of insects. An insect collection is required. See instructor about insect collection by May 1st.</td>
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<tr>
<td>BIOLOGY 5430</td>
<td>3</td>
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<tr>
<td>General Ecology</td>
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<tr>
<td>How organisms affect and are affected by the environments in which they live. Laboratory includes field analysis of physical and biological aspects of local communities. P: BIOLOGY 1350 or 1450.</td>
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<tr>
<td>BIOLOGY 5530</td>
<td>3</td>
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<tr>
<td>Biotechnology</td>
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<tr>
<td>Genetic structure, expression and analysis of genetic elements. Genetic engineering principles and applications.</td>
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<tr>
<td>BIOLOGY 5540</td>
<td>4</td>
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<tr>
<td>Mycology and Plant Pathology</td>
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<tr>
<td>Taxonomy, morphology, physiology, and life cycles of the major groups of fungi; causes, symptoms, and control of plant diseases. Field collection is required.</td>
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<tr>
<td>BIOLOGY 5620</td>
<td>2</td>
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<tr>
<td>Immunology</td>
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<tr>
<td>Basic concepts of immunology. Normal and abnormal immune responses in health and disease.</td>
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<tr>
<td>BIOLOGY 5630</td>
<td>3</td>
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<tr>
<td>Field Zoology</td>
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<tr>
<td>This course examines how Field Zoologists study and sample different animals. Students will learn field techniques, basic ecological principles and lab procedures. P: BIOLOGY 1350 or 1450.</td>
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<tr>
<td>BIOLOGY 5640</td>
<td>4</td>
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<tr>
<td>Plant Taxonomy</td>
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<tr>
<td>The historical development of plant taxonomy; identification schemes and major families of the vascular plants. Field collection required.</td>
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<tr>
<td>BIOLOGY 5730</td>
<td>3</td>
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<tr>
<td>Evolution</td>
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<tr>
<td>Consideration of the facts and theories of the origin and evolution of life.</td>
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<tr>
<td>BIOLOGY 5920</td>
<td>2</td>
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<tr>
<td>Electron Microscopy</td>
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<tr>
<td>Basic techniques of transmission electron microscopy, specimen preparation, instrument use and darkroom procedures. A project is required. P: Consent of instructor.</td>
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<tr>
<td>BIOLOGY 6130</td>
<td>3</td>
</tr>
<tr>
<td>Mammalian Endocrinology</td>
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<tr>
<td>(Offered under BIOLOGY 6130 and AGSCI 6130.) The structural and functional classification of hormones, principles of hormone action, and the regulation of body functions by the endocrine system with emphasis on homeostasis.</td>
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<tr>
<td>BIOLOGY 6140</td>
<td>4</td>
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<tr>
<td>Plant Anatomy</td>
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<tr>
<td>Internal structure of vascular plants; emphasis on origin, structure, and function of organs. On demand.</td>
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<tr>
<td>BIOLOGY 6240</td>
<td>4</td>
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<tr>
<td>Advanced Physiology</td>
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<tr>
<td>In depth study of physiological processes from molecular to organismic level. Approached from topical format emphasizing recent advancements.</td>
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<tr>
<td>BIOLOGY 6340</td>
<td>4</td>
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<tr>
<td>Mammalian Histology</td>
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<tr>
<td>The organization of cells and their products to form tissues and organs; morphological and functional comparisons of tissue organization of representatives from the class Mammalia.</td>
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<tr>
<td>BIOLOGY 6410</td>
<td>1-3</td>
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<tr>
<td>Topics in Biology</td>
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<tr>
<td>Presentations of biological events.</td>
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<tr>
<td>BIOLOGY 6520</td>
<td>2</td>
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<tr>
<td>Biotechnology Seminar</td>
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<tr>
<td>Selected topics from among recent advances in and applications of biotechnology. P: Consent of instructor.</td>
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<tr>
<td>BIOLOGY 6710</td>
<td>1-3</td>
</tr>
<tr>
<td>Selected Regional Habitats</td>
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<tr>
<td>Offers a first-hand introduction to the ecology, flora and fauna of selected unusual habitats in the form of an interim field trip. Up to two credits can be counted toward a Biology major. On demand.</td>
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</tr>
</tbody>
</table>
### 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 7020 2 credits
**Special Topics in Biology**
Advanced analysis and application of biological concepts.

### BIOLOGY 7920 0-2 credits
**Seminar Paper Research**

### BIOLOGY 7990 3-6 credits
**Thesis Research**

### Business Administration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUSADMIN 5030</td>
<td>3</td>
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<tr>
<td><strong>Human Resource Management</strong></td>
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<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| BUSADMIN 5100 | 3 |
| **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 5120 | 3 |
| **Retailing** |
| A study of various types of retail institutions and their characteristics. The many kinds of retail ownership options, strategy mixes, locations, organizational formats, merchandise and inventory management techniques, and promotional policies are compared and evaluated. Cases reflecting a global perspective are included. P: A course in marketing or consent of instructor or department chair. |

| BUSADMIN 5130 | 3 |
| **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 5140 | 3 |
| **Managerial Law** |
| The course is a continuation of BUSADMIN 5130, Legal Environment of Business. Course coverage includes property, wills, trusts, estates, agency, business organizations, secured transactions and bankruptcy, and commercial paper. P: BUSADMIN 5130 or consent of instructor or department chair. |

| BUSADMIN 5150 | 3 |
| **Principles of Real Estate** |
| Classification and acquisition of property rights, types of estates in property, relation of landlord and tenancy, conveyancing, liens and mortgages, real estate brokerage. P: BUSADMIN 5130 or consent of the instructor or department chair. |

| BUSADMIN 5230 | 3 |
| **Small Business Management** |
| This course acquaints the student with many aspects of owning and operating a small business. Topics covered include the characteristics of small business managers, planning and organizing for a new business or an ongoing business, staffing a business, producing and marketing a product or service, profit planning and control, security, and the specifics of developing a business plan. |

| BUSADMIN 5330 | 3 |
| **Labor Law** |
| A study of legislative and judicial regulation of labor and management designed to familiarize the individual with the historical development of labor legislation, current legislation, NLRB rulings, court decisions, and current problems. P: BUSADMIN 5030 or consent of instructor or department chair. |

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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 5430 3 credits

Risk Management
This course covers the theory of risk and introduces the basic concepts of risk management. Special emphasis is placed on risk transfer to insurance companies. The course also introduces basic insurance concepts for both the individual and corporate consumers because risk management decisions presuppose a thorough understanding of the nature and functions of insurance.

BUSADMIN 5450 3 credits

Personnel Practices Legislation
An analysis of employment relations legislation and its impact on areas of human resource management. Primary emphasis on employment discrimination laws and affirmative action, unemployment compensation, workers’ compensation, the Fair Labor Standards ACT, OSHA and ERISA. P: BUSADMIN 5030 or consent of instructor or department chair.

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 (QM). 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 5600 3 credits

Government Regulation of Business
An examination of the impact of government agencies and regulatory legislation on the operation of commercial institutions in the United States. Content includes the social, political and economic rationale of government regulation with emphasis on administrative and antitrust law, regulatory theories and applications, and the historical foundations. P: ECONOMIC 2130, ECONOMIC 2230, BUSADMIN 5130 or consent of instructor or department chair.

BUSADMIN 5620 3 credits

Financial Management
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 5630 3 credits

Advertising
Advertising as a selling and communications tool, its place in the modern economy, its procedures, methods, and its development functions. P: A marketing course or consent of instructor or department chair.

BUSADMIN 5640 3 credits

Financial Systems Analysis
A macro-finance course that deals with the financial system of the United States. Major emphasis is placed on financial markets, financial institutions, financial assets, and their interaction within the financial system framework. The course also has a focus on the management and regulation of both markets and institutions. Web assignments are an integral part of this course. P: BUSADMIN 5620 or consent of instructor or department chair.

BUSADMIN 5700 3 credits

Marketing Research
Introduction to the research problem and the scientific method; research design and sources, evaluation of data, and presentation of research findings. P: A marketing and statistics course or consent of instructor or 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 5820 3 credits

Professional Selling
A study of the principles, techniques, and practices involved in selling products, services, and ideas to final consumers and organizational buyers. The selling processes used by manufacturers, distributors, and direct marketers are considered. Changes in the selling environment due to global marketing and international sales are discussed. Several sales presentations are required.

BUSADMIN 5830 3 credits

Sales Management
A study of the role of sales management in the total marketing structure examines the role of sales manager and how this role serves the sales department and the company. Recruiting, selection, training, motivation leadership, compensation plans, and sales forecasting are studied with focus on the administration of these functions. Evaluation and performance appraisal of the sales force are also included. The course considers the many aspects of international selling and training salesperson for global territories. P: A marketing course and BUSADMIN 5820.

BUSADMIN 5930 3 credits

Investments
A contemporary study of investments with a focus on past and present investment decision making, sources of information, stock investing, modern portfolio theory, and mutual fund creation and selection. P: BUSADMIN 5620 or consent of instructor or department chair.

BUSADMIN 6030 3 credits

Financial Decision Making
An analysis of actual problems encountered by financial managers from major firms. This course utilizes the case study methodology and requires heavy usage of computer application skills, particularly spreadsheet skills. The goal is to identify the problem, analyze it, and finally make a well-justified recommendation to the firm. P: BUSADMIN 5620 or consent of instructor or department chair.

BUSADMIN 6110 3 credits

Management Science
(Offered under both ECONOMIC 6110 and BUSADMIN 6110) An introduction to quantitative methods used in business. Introduction to decision theory, linear programming, and its applications; network and scheduling models, computer software applications. P: Completion of university math requirement and ECONOMIC 2410.

BUSADMIN 6120 3 credits

Operations Management
This course focuses on quantitative decision tools which assist the manager in the planning, organizing, and controlling of operations in industrial and service organizations. Topics covered include forecasting, queuing theory, transportation models, facility layout, scheduling, inventory control, capacity planning and materials planning. P: Statistics course or consent of instructor or department chair.
BUSADMIN 6130 3 credits

Security Analysis
This course also could be called personal portfolio management. Emphasis is placed on common stock investing and portfolio construction. Security investigation and selection techniques using both fundamental and technical analysis are highlighted. Materials from financial publications, such as Baron’s, The Wall Street Journal, Investor’s Business Daily and the World Wide Web are integrated throughout the course. P: BUSADMIN 5620 or consent of instructor or department chair.

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 6840 3 credits
Business Policy/Strategy
An introduction to strategic decision-making; integration of the functional organizational areas through analysis of case studies and related readings; development of external information scanning using resources such as Internet and business publications. P: ACCTING 3000, BUSADMIN 2330, BUSADMIN 2630, and BUSADMIN 3620 or consent of 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 3 credits
Special Topics
Specific contemporary or other business-related issues will be explored in depth. Topics vary.

Chemistry Courses

CHEMSTRY 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 6110 1 credit
Physical Chemistry Lab I
Experimental studies applying theoretical principles to practical problems and processes involving chemical and physical phenomena. Fundamentals of chemical measurement using chemical and physical sensors. P: CHEMSTRY 2150; concurrent or previous enrollment in CHEMSTRY 6130.

CHEMSTRY 6130 3 credits
Physical Chemistry
Atomic structure, statistical and quantum mechanics, molecular structure, spectroscopy, intermolecular interactions, macromolecules, structure of liquids and solids. P: MATH 2640 and PHYSICS 1210 and 1240 or 2640 and 2610.

CHEMSTRY 6210 1 credit
Physical Chemistry Lab II
Advanced experimental studies applying theoretical principles to chemical and physical phenomena. P: Concurrent or previous enrollment in CHEMSTRY 6230. Grade of “C” or better in CHEMSTRY 6110.
CHEMSTRY 6230 3 credits
Physical Chemistry
Statistical and quantum mechanics, transport processes, thermodynamics, spectroscopy, solutions, phase transitions, and kinetics. P: A grade of “C” or better in CHEMSTRY 6130, PHYSICS 2640 and 2610, and MATH 2840.

CHEMSTRY 6240 4 credits
Instrumental Analysis
Theory and laboratory experience in instrumental methods of analysis: common electrochemical and spectrochemical methods, chromatographic methods, electronics and other selected topics. To be offered only in the spring of odd numbered years. P: CHEMSTRY 6130.

CHEMSTRY 6610 1 credit
General Biochemistry Lab
Chemistry of biological compounds and biochemical techniques. P: CHEMSTRY 6630 or concurrent enrollment.

CHEMSTRY 6630 3 credits
General BioChemistry
Introduction to the chemistry of proteins, carbohydrates, lipids, and nucleic acids in biological systems including the basics of metabolism and enzyme kinetics. P: CHEMSTRY 3540.

CHEMSTRY 6730 2 credits
Advanced Topics in Inorganic Chemistry
A survey of the theories of atomic and molecular structure and chemical bonding; advanced descriptive studies of the common elements. P: CHEMSTRY 4130/6130 and CHEMSTRY 2150.

CHEMSTRY 6810 2 credits
Advanced Topics in Organic Chemistry
Selected topics from among recent advances in mechanisms, structure-reactivity correlations, stereochemistry and conformational analysis, resonance and molecular orbital theory, spectra, natural products, heterocyclic systems and synthesis. P: CHEMSTRY 4230/6230 or consent of department chair.

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. P: A grade of “C” or better in CHEMSTRY 6230.

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 4630/6630.

CHEMSTRY 7020 2 credits
Special Topics in Chemistry
A survey of basic concepts in chemistry, emphasizing scientific literacy, chemical communication, and selected laws and theories. Emphasis on kinetic-molecular theory, gas laws, acids and bases, and organic chemistry.

Communication Courses

COMMNCTN 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.

COMMNCTN 5100 1-3 credits
Topics in Communication
Current topics discussed in this course vary by demand. P: consent of instructor.

COMMNCTN 5800 3 credits
Meeting & 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.

COMMNCTN 7330 3 credits
Organizational Communication
Theories of organizational communication are considered in this course. Early perspectives, systems perspectives, cultural studies, critical approaches, and postmodern perspectives are covered. Application of appropriate theories occurs through a student-managed communication analysis of a corporation and/or association.

COMMNCTN 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 dean 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.
Criminal Justice Courses

CRIMLJUS 5140 4 credits
Criminalistics
The function and techniques of the application of scientific methods to the evaluation of physical evidence. The course examines the various analytical systems used in the evaluation of physical evidence with a balance between the theoretical framework and practical application. P: CRIMLJUS 2130.

CRIMLJUS 5430 3 credits
Patterns in Criminal and Delinquent Behavior
The legal and behavioral classification of crimes and criminals based on analysis of the criminal career of the offender, group support of the behavior, society’s reaction and the response of the legal system; analysis of crimes as systems of behavior: property, violent, professional, organized, victimless, white-collar, conventional, and political crime. P: CRIMLJUS 2130, CRIMLJUS 2230.

CRIMLJUS 5530 3 credits
Correctional Institutions
History, development, and functions of correctional institutions including prisons and jails; their custodial and correctional programs; the impact of incarceration upon inmates; the interactional structure of the prison environment; improving conditions and correctional programs. P: CRIMLJUS 2130, CRIMLJUS 2230.

CRIMLJUS 5730 3 credits
Women and the Law
A study of women in their legal roles as wives and mothers, workers and students, criminals and victims of crime. The course examines how the law affects women's personal choices regarding marriage, having children, and aiming for high-level achievements in education and in work. The course also examines ways in which law affects women in poverty and in old age. P: One course in women's studies or one course in criminal justice.

CRIMLJUS 5930 3 credits
Law of Corrections
The law pertaining to the effects and consequences of conviction, sentencing, and prisoner rights; the legal process in terms of post-trial motions and appeals of conviction. P: CRIMLJUS 2230.

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. P: CRIMLJUS 2130, CRIMLJUS 2230.

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. P: CRIMLJUS 2130.

CRIMLJUS 6230 3 credits
Community-Based Corrections
Community-based correctional programs, pre- and post-trial; a critical investigation of theories, practices, and problems involved in pre-trial diversion, probation, and parole. P: CRIMLJUS 2230.

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. P: CRIMLJUS 4030.

CRIMLJUS 6430 3 credits
Issues in Criminal Justice Planning and Management
Problems confronting American criminal justice in the areas of criminal law, courts, law enforcement, and corrections; models and alternatives for reforming the criminal justice process including program planning, development, and management. P: CRIMLJUS 4030.

CRIMLJUS 6500 1-3 credits
Directed Individual Studies
Supervised individual study of a topic selected by the student with staff approval. P: CRIMLJUS 4030, an overall GPA of 2.5, and consent of instructor.

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. P: CRIMLJUS 4030.
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. P: CRIMLJUS 4030.

Economics Courses

ECONOMIC 5210 3 credits
History of Economic Thought
Economic theory from medieval to contemporary times. Economic thought in the Medieval Middle East; economic theory of scholasticism, growth of commerce, and mercantilist theory. The physiocratic and classical traditions of political economy. Marxist political economy. Neoclassical economics and critiques of the neoclassical theories of value and distribution.

ECONOMIC 5220 3 credits
Introduction to Managerial Economics
Survey of the principal applications of the theory and analytical techniques of economics to the problems of business management. P: ECONOMIC 2230, ECONOMIC 2410.

ECONOMIC 5330 3 credits
Intermediate Microeconomic Analysis
A critical survey of the principal concepts of modern neoclassical micro-economics and alternatives to it. Methods of economic science; measures of elasticity; theory of consumer behavior; production and cost theory; industrial structure and conducts markets; input markets; theory of choice with incomplete information. Recommended: ECONOMIC 2230.

ECONOMIC 5340 3 credits
Intermediate Macroeconomic Analysis

ECONOMIC 5420 3 credits
Consumer Economics
Focus is on how the consumer functions in the marketplace with an emphasis on consumer choice, consumer sovereignty, and the economic forces that shape consumer demand. The fundamental rights of the consumer are examined and stress is placed on how an individual may become a better educated consumer as well as what government can do and is doing in the field of consumer protection.

ECONOMIC 5430 3 credits
Labor Economics and Labor Relations
A beginning course in labor and industrial relations with emphasis on how wages are determined in various types of labor markets; broad social aspects of employer-employee relations; history, organization, and structure of U.S. labor unions; problems, policies, and procedures in contemporary collective bargaining; and special issues involving unemployment, productivity, worker alienation, automation, and investment in human capital.

ECONOMIC 5630 3 credits
Comparative Economic Systems
Concepts of free market capitalism, market socialism, participatory management economies, and centralized planning. A comparative study of the market socialism of France; the participatory management economy of Japan; planning experiences of Sweden, China, and India; and the various forms of free-market capitalism of Germany, the United States, and others. Recommended: ECONOMIC 2130, ECONOMIC 2230.

ECONOMIC 5730 3 credits
Money and Banking
A survey of the monetary and banking systems of the United States as part of the nation’s overall financial system. Major topics include organization and functioning of financial intermediaries the key economic roles of lending institutions and the Federal Reserve System; contemporary monetary theories; and alternative money policies. Recommended: ECONOMIC 2130, ECONOMIC 2230.
ECONOMIC 5830 3 credits
Public Finance
Beginning course in government finance. Topics include government expenditures, programs and public services; principles and processes for collective decision making; sources, principles, and effects of taxes and other government revenues; and deficits, debts, and budgeting in the public sector. P: ECONOMIC 2130, ECONOMIC 2230.

ECONOMIC 6110 3 credits
Management Science
(Offered under both ECONOMIC 6110 and BUSADMIN 6110) An introduction to quantitative methods used in business. Introduction to decision theory, linear programming and its applications; network and scheduling models, computer software applications. P: Completion of university math requirement and ECONOMIC 2410.

ECONOMIC 6330 3 credits
International Economics
A study of the major aspects of international trade, finance, and commercial policy under changing world conditions. Subject studied include various theories of international trade; Hecksher-Ohlin theory of commodity composition of trade; effects of tariffs and quotas; exchange rate determination; balance of payments analysis and policy; international monetary systems, international economic institutions, and current problems. P: ECONOMIC 2130, ECONOMIC 2230.

ECONOMIC 6930 3 credits
Senior Seminar
Critical examination of select economic policy issues with active participation by students, faculty, and other invited guests. Recommended: ECONOMIC 2130, ECONOMIC 2230.

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 5030 3 credits
The Teaching of Composition
Rhetorical principles and approaches to composition; includes practice in writing and evaluating composition with emphasis on practical ways to teach writing in elementary, middle, and high school. One hour of classroom participation at a local school is required. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

ENGLISH 5120 3 credits
Seminar in Creative Writing
Continuation of ENGLISH 2120 with emphasis on creating a unified work of fiction, poetry, drama, or screenwriting. This course can be repeated for credit. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

ENGLISH 5130 3 credits
The English Novel Through the Romantic Movement
The development of the British novel through the Romantic movement, including such writers as Defoe, Richardson, Fielding, Sterne, Smollett, Austen, and the Brontes. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5140 3 credits
Poetry Writing
Poetry writing is an exploration of the various elements and techniques involved in the craft and art of writing poems. The course will focus primarily on writing workshops in which students and faculty learn to critique one another's work, but will also include in-class writing activities and class discussions of assigned readings. Students will read, discuss, and analyze a range of poetry from traditional to contemporary poets. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5230 3 credits
The English Novel and Short Story Since the Romantic Movement
The novel and the short story in Britain from Dickens to the present, including such writers as Dickens, Thackeray, Meredith, Eliot, Hardy, Trollope, Conrad, Galsworthy, Joyce, Mansfield, Woolf, Lawrence, Huxley, Maugham, Forster and Greene. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5240 3 credits
Advanced Writing
An advanced writing course concentrating on rhetorical and research strategies, prose styles, and their practical application to understanding and evaluating current and traditional essays as well as contemporary media such as film, television, and advertising. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.
ENGLISH 5250 3 credits
Sociolinguistics
  Introduction to problems of language, pedagogy, and cultural political relevant for English education. Discusses linguistic theories informing language pedagogy, language acquisition, different models of language learning, American dialects, language and gender, language disorders, and systems of literacy. 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 5330 3 credits
English Drama
  Drama in Great Britain (exclusive of Shakespeare) from its beginning to the present, including such figures as Marlowe, Jonson, Beaumont, Fletcher, Webster, Dryden, Congreve, Sheridan, Shaw, O’Casey, Eliot, Osborne and Pinter. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5360 3 credits
Magazine Writing and Editing
  An advanced writing and editing course concentrating on planning, creating, and evaluating written copy for print and on-line magazines. Emphasizes both preparing the student’s work for trade publications, and studying and practicing the processes of those publications. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

ENGLISH 5410 3 credits
Chicano Literature
  (Offered under ETHNSTDY 5410 and ENGLISH 5410) An examination of representative texts from various Chicana/Chicano writers, covering a range of genres and generations. There will be an emphasis on the relationship between literary production and historical context, in particular, the involvement of the writers in the social and political conflicts affecting the Chicano community. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5430 3 credits
Development of the American Novel
  The evolution of the American novel from its beginnings to the present, including such authors as Hawthorne, Melville, James, Chopin, Faulkner, Hemingway, and Morrison. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5530 3 credits
Modern American Drama
  American plays from World War I to the present, including such playwrights as O’Neill, Rice, Wilder, Hellman, Williams, Miller, Albee, Wilson, Hansberry, and Henley. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5630 3 credits
Mark Twain and American Humor
  The structure and literary art of American humor as exemplified by Mark Twain and other writers, including Artemus Ward, Finley Peter Dunne, Ring Lardner, Kurt Vonnegut, Woody Allen, and James Thurber. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5730 3 credits
Black Literature in America
  (Offered under ETHNSTDY 5730 and ENGLISH 5730) A survey of African-American literature beginning in the antebellum period and continuing to the present, including oral forms (folk tales and spirituals), novels, poetry, drama, autobiography, and other selected nonfiction. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.
ENGLISH 5740 3 credits
Asian American Literature
(Offered under ETHNSTDY 5740 and ENGLISH 5740) A survey of Asian-American literature beginning in the early 1900s and continuing to present times. Includes works of fiction, autobiography, poetry, and drama. Focuses on writers from different literary and oral traditions including (but not limited to) Mandarin Chinese, Japanese, Thai, Hmong, Vietnamese, and Indian, and examines the impact of family, culture, and gender both within these traditions and between a particular tradition and U.S. popular culture. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

ENGLISH 5750 3 credits
American Literature of Ethnicity and Immigration
(Offered under ETHNSTDY 5750 and ENGLISH 5750) An examination of literature from a variety of U.S. “racial” and “ethnic” groups, including African-, Italian-, Mexican-, Jewish-, Asian-, and Native-American. Emphasis will be placed on the meanings of “race” and “ethnicity”, the effects of immigration, and the impact of gender in this literature. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

ENGLISH 5760 3 credits
Wisconsin Indian Literature
(Offered under ETHNSTDY 5760 and English 5760) An exploration of Wisconsin Indian literatures from the oral tradition to the present; texts studied will include epics, legends, poetry, novels, and selected nonfiction, including such writers as Mountain Wolf Woman, Louise Erdrich, and Susan Power. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

ENGLISH 5810 3 credits
The Modern Short Story
The development of the short story as a modern literary genre. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5820 3 credits
Modern Poetry
A study of poetry written since World War I, including such poets as Pound, Eliot, Lorca, Yeats, Rilke, Frost, Williams, and Thomas. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5830 3 credits
The World Novel
A careful study of selected novels exclusive of English and American. Content and focus may vary in different semesters and may include such writers as Dostoyevsky, Flaubert, Mann, Kafka, Cortazar, Achebe, Lagerkvist, Dinesen, and Kawabata. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5890 3 credits
Film and Literature
Film adaptations of representative fictional texts, such as historical romances, gothic novels, short stories, and plays, will be viewed, as students read the original texts on which they are based. A study will be made of the connection between literature and film, or the translation of words into sound, pictures, and dialogue. Some theory of film will also be introduced. The ultimate goal of the course will be to arrive at a method of critically viewing films and of critically reading literature, through an examination of the same story as it is told through different media. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 5930 3 credits
Literature for Young Adults
An analysis of selected novels, plays, and poetry especially suitable for adults of middle and high school age with an emphasis on approaches and methods for teaching literature. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

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 5950 3 credits
Writing for Performance
This course focuses on producing written work that might reasonably be performed in front of an audience rather than merely read. May include plays, monologues, dialogues, comic routines, performance art scripts, and dramatic lyrics. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

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 6020 3 credits
History and Theory of Rhetoric
(Offered under ENGLISH 6020 and SPEECH 6020).
This course is designed for students who will use and/or
teach rhetorical strategies and structures in the professional
world. From speech and communication theory to the
教学 of critical and interpretational writing and reading,
the study of rhetoric's place in the history of ideas will help
students to understand the place and power of language in
the university and the professional work place. P: ENGLISH
1130 and ENGLISH 1230. Offered occasionally.

ENGLISH 6030 3 credits
Major English Writers
An intensive study of selected major English writers
including Chaucer and Milton. P: ENGLISH 1130 and
ENGLISH 1230. Alternate Fall.

ENGLISH 6080 3 credits
Medieval Lyric Poetry
The course emphasizes reading the original language,
analyzing the contents, and writing interpretations of Middle
English lyrics. Topics include nature, love and sex, humor,
festivals, religion, and death. Latin, troubadour, Celtic, and
Anglo-Norman poetry (in translation) will provide a context
for the Middle English works. Some attention will be given
to published criticism of selected poems. P: ENGLISH 1130
and ENGLISH 1230. Alternate Spring.

ENGLISH 6300 3 credits
English Renaissance Poetry and Prose
An intensive look at the poetry and prose of this
period providing students with a greater appreciation of
and a method for studying this literature. This course
will introduce students to a number of important literary
genres, including the pastoral, the elegy, the sonnet,
Ovidian poetry, travel literature, and the epic; the
intellectual thought underlying much of this work (e.g.,
issues of the Reformation, Neo-Platonism, Humanism,
Machiavellianism); and the influence of classical and
continental literature. P: ENGLISH 1130 and ENGLISH
1230. Alternate Fall.

ENGLISH 6330 3 credits
Shakespeare
A study of Shakespeare's plays, with representative
selections from the histories, the tragedies, and both the
eyear and late comedies. P: ENGLISH 1130 and ENGLISH
1230. Every Spring.

ENGLISH 6500 3 credits
Women and Mythology: Goddess, Witch, Sibyl
This survey course takes a comparative and
interdisciplinary approach to numinous images of the
feminine as they appear internationally. By exploring
ancient, historical, and contemporary manifestations of
goddess-centered mythology and religious practices around
the world, we will broaden our understanding of women's
contributions to the literary and spiritual traditions of
many cultures. P: ENGLISH 1130 and ENGLISH 1230.
Alternate Fall.

ENGLISH 6530 3 credits
Literature and the Critic
An examination and evaluation of theories of literature
and the role of the artist in society from Plato to the present,
including such writers as Plato, Aristotle, Longinus, Sidney,
Lessing, Schlegel, Arnold, Sainte-Beuve, Eliot, Richards,
Frye and Bush. P: ENGLISH 1130 and ENGLISH 1230.
Alternate Fall.

ENGLISH 6620 3 credits
History of the English Language
Beginning with the relationship between the Indo-
European languages, this course traces the origins of
writing and the historical development of English grammar,
vocabulary, and sound systems from Old to Modern
English, including American and Colonial. It surveys
language change within its historical, political, cultural, and
technological contexts, including how these forces may shape
our language's future. P: ENGLISH 1130 and ENGLISH
1230. Alternate or other Spring.

ENGLISH 6670 3 credits
Methods of Teaching English as a Second or Other
Language (TESL)
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. Offered
occasionally.

ENGLISH 6430 3 credits
Major American Writers
An intensive study of selected major American writers.
P: ENGLISH 1130 and ENGLISH 1230. Alternate
Spring.
ENGLISH 6730 3 credits
Teaching of English in the Middle and Secondary Schools
Approaches, methods, and materials for teaching English and language arts in the middle and high school. Does not count toward the English major or minor. Should be taken simultaneously with TEACHING 4110 or TEACHING 4210. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

ENGLISH 6740 3 credits
Practicum in Teaching English as a Second or Other Language
Observing teachers and students in TESL settings, participating in TESL teaching and tutoring activities including lesson preparation, and evaluating the teaching/learning experiences. P: or C: ENGLISH 4670. Occasionally.

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 on-line 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 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 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.

ENGLISH 7920 0-2 credits
Seminar Paper Research

ENGLISH 7990 3-6 credits
Thesis Research

Ethnic Studies Courses

ETHNSTDY 5230 3 credits
Human Relations
(Offered under ETHNSTDY 5230 and SOCIOLGY 5230.) 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.

ETHNSTDY 5410 3 credits
Chicano Literature
(Offered under ETHNSTDY 5410 and ENGLISH 5410.) An examination of representative texts from various Chicana/Chicano writers, covering a range of genres and generations. There will be an emphasis on the relationship between literary production and historical context, in particular, the involvement of the writers in the social and political conflicts affecting the Chicano community. P: ENGLISH 1130 and ENGLISH 1230. Every S.

ETHNSTDY 5630 3 credits
Ethnic and Gender Equity in Education
(Offered under ETHNSTDY 5630, TEACHING 5630 and WOMSTD 5630.) Develops appreciation, understanding, and awareness of ethnic; 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 5730 3 credits
**Black Literature in America**
(Offered under ETHNSTDY 5730 and ENGLISH 5730.) A survey of African-American literature beginning in the antebellum period and continuing to the present, including oral forms (folk tales and spirituals), novels, poetry, drama, autobiography, and other selected nonfiction. P: ENGLISH 1130 and ENGLISH 1230. Every S.

ETHNSTDY 5740 3 credits
**Asian American Literature**
(Offered under ETHNSTDY 5740 and ENGLISH 5740.) A survey of Asian-American literature beginning in the early 1900s and continuing to present times. Includes works of fiction, autobiography, poetry, and drama. Focuses on writers from different literary and oral traditions including (but not limited to) Mandarin Chinese, Japanese, Thai, Hmong, Vietnamese, and Indian, and examines the impact of family, culture, and gender both within these traditions and between a particular tradition and U.S. popular culture. P: ENGLISH 1130 and ENGLISH 1230. Every F.

ETHNSTDY 5750 3 credits
**American Literature of Ethnicity and Immigration**
(Offered under ETHNSTDY 5750 and ENGLISH 5750.) An examination of literature from a variety of U.S. “racial” and “ethnic” groups, including African-, Italian-, Mexican-, Jewish-, Asian-, and Native-American. Emphasis will be placed on the meanings of “race” and “ethnicity,” the effects of immigration, and the impact of gender in this literature. P: ENGLISH 1130 and ENGLISH 1230. Every F.

ETHNSTDY 5760 3 credits
**Wisconsin Indian Literature**
(Offered under ETHNSTDY 5760 and ENGLISH 5760.) An exploration of Wisconsin Indian literatures from the oral tradition to the present; texts studied will include epics, legends, poetry, novels, and selected nonfiction, including such writers as Mountain Wolf Woman, Louise Erdrich, and Susan Power. P: ENGLISH 1130 and ENGLISH 1230. Every S.

ETHNSTDY 5830 3 credits
**Black Women and Feminism in the U.S.**
(Offered under ETHNSTDY 5830 and WOMSTD 5830.) An interdisciplinary examination of the historical and contemporary relationship between black women in the United States and the feminist movement. Authors discussed will include Frances Harper, Ida Wells-Barnett, Bell Hooks, and Audre Lorde. P: ENGLISH 1130, ENGLISH 1230, and one of the following: WOMSTD 1130, any course in American history, SOCIOLOGY 1200, SOCIOLOGY 2330, any philosophy course, or permission of the instructor.

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 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.

**French Courses**

FRENCH 5000 1-4 credits
**Foreign Languages Travel Abroad Seminar-French**
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 French -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.

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 0-2 credits
**Seminar Paper Research**

**Geography Courses**

GEOGRPHY 5030 3 credits
**Economic Geography**
Location, aerial variation, functional, and spatial interrelationships of the production, exchange, and consumption of goods and services. P: GEOGRPHY 1330, or consent of instructor.

GEOGRPHY 5130 3 credits
**Geography of the United States and Canada**
A regional approach to the cultural, economic, and physical geography of the United States and Canada. P: GEOGRPHY 1040, GEOGRPHY 1140, or GEOGRPHY 1240.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>GEOGRPHY 5330</td>
<td>3</td>
<td>Environmental Conservation</td>
<td>The importance of natural resources to the national interest; current problems of resource allocation and use. <strong>P:</strong> 6 credits of laboratory science. <strong>P:</strong> GEOGRPHY 1330, or consent of instructor.</td>
</tr>
<tr>
<td>GEOGRPHY 5530</td>
<td>2-3</td>
<td>Topics in Regional Geography</td>
<td>Regional study of different world regions. Treated in a traditional regional or topical format.</td>
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<tr>
<td>GEOGRPHY 5830</td>
<td>3</td>
<td>Field Methods in Geography</td>
<td>Field techniques for reconnaissance and detailed studies; the preparation of geographical reports based primarily on field research.</td>
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<tr>
<td>GEOGRPHY 5960</td>
<td>6</td>
<td>Geography of Japan</td>
<td>A detailed study of Japan, featuring its physical, cultural, human, demographic, and political geography. The heart of the course will be a six week field study in Japan. <strong>P:</strong> Consent of instructor.</td>
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<tr>
<td>GEOGRPHY 6120</td>
<td>2-3</td>
<td>Topical Seminar</td>
<td>A particular geographic problem within a seminar format. <strong>P:</strong> Consent of the instructor.</td>
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<tr>
<td>GEOGRPHY 6130</td>
<td>3</td>
<td>Space, Place and Gender</td>
<td>The relationship of gender and geography. It will examine the role of gender in the study of geography, and will be concerned with places, linkages, patterns of flow, locations, landscape, and the social/political/economic production of space. <strong>P:</strong> GEOGRPHY 1230 (Cultural Geography) or consent of instructor.</td>
</tr>
<tr>
<td>GEOGRPHY 6230</td>
<td>3</td>
<td>Political Geography</td>
<td>The interrelationships of earth and state; the geographical explanation of international relations; an examination of the geopolitics on a global scale. <strong>P:</strong> Consent of instructor.</td>
</tr>
<tr>
<td>GEOGRPHY 6760</td>
<td>1-8</td>
<td>Geography Field Excursion</td>
<td>Field trip of one to eight weeks duration to study regional or systematic geography firsthand on the American continent or overseas.</td>
</tr>
<tr>
<td>GEOGRPHY 7980</td>
<td>1-4</td>
<td>Independent Study in Geography</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Geology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOLOGY 5130</td>
<td>3</td>
<td>Engineering Geology</td>
<td>Geology applied to the solution of a variety of problems in the field of civil engineering; field trips. Students will complete a graduate level research project under the supervision of the instructor. <strong>P:</strong> CHEMSTRY 1240 or CHEMSTRY 1450.</td>
</tr>
<tr>
<td>GEOLOGY 7020</td>
<td>2</td>
<td>Special Topics in Geology</td>
<td>A survey of basic concepts in geology. An introduction to the principle features of the composition, structure, and history of the earth. Topics include nature of minerals and rocks, physical processes, and paleontology. Lab includes study of common minerals, rocks and fossils. Field trips.</td>
</tr>
</tbody>
</table>
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 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.

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 5530  3 credits
German Civilization
The political, social, intellectual, and artistic development of the German nation from its origin to the present. Required for a major or teaching minor in German.

GERMAN 6000  2 credits
Teaching of Foreign Languages
The principles and methods of teaching foreign languages. C: Should be taken simultaneously with TEACHING 4110.

GERMAN 6220  2 credits
Phonetics
Theory of German sounds with practical training in pronunciation. Oral practice in language laboratory. Required for a major or teaching minor in German.

GERMAN 6230  3 credits
Survey of German Literature to 1750
Representative works from the oldest records to the 18th Century; lectures and discussions in German.

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.

GERMAN 6330  3 credits
Survey of German Literature Since 1750
Continuation of German 6230. Representative works from 18th and early 19th century; lectures and discussions in German.

History Courses

HISTORY 5070  3 credits
Latin American History
The development of Hispanic and Portuguese America from the pre-contact native civilizations to the present.

HISTORY 5120  3 credits
American Colonial History
The American Colonies, British policies, and the Revolution.

HISTORY 5130  3 credits
New Nation
Major trends and developments in the new nation: framing the constitution, establishment of a new government, development and expansion, the Jacksonian era, 1783-1848.

HISTORY 5140  3 credits
Civil War and Reconstruction
The origins, manifestations, and results of sectional controversy in the mid-19th century.

HISTORY 5150  3 credits
Gilded Age and Progressive Era
The transformation of the United States from an agrarian nation to an urban, industrial society, 1877-1917.

HISTORY 5230  3 credits
The West in American History
The frontier and the west from 1763 to 1920.

HISTORY 5320  3 credits
History of Wisconsin
Development of the State of Wisconsin from colonial times to the present.

HISTORY 5430  3 credits
Twentieth Century America
Social, political, economic, and diplomatic developments in the United States during this century.

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HISTORY 5450 3 credits
History of U.S. Foreign Relations
An introduction to the origin and evolution of political, economic, and cultural relations between the United States and the rest of the world.

HISTORY 5520 3 credits
American Women's History
(Offered under WOMSTD 5520 and HISTORY 5520.) Surveys the changing patterns of domestic and family life, work, education and public participation of American women from the Colonial period to the present.

HISTORY 5610 3 credits
History of England to 1714
The major political, economic and social development in Britain from earliest times to the Glorious Revolution.

HISTORY 5620 3 credits
History of England Since 1714
A continuation of HISTORY 5610, but may be elected as an independent unit.

HISTORY 5640 3 credits
Imperialism in Africa and Asia
European political and economic imperialism in Africa and Asia from the 15th century to the present.

HISTORY 5710 3 credits
Ancient Civilizations
The history of ancient civilizations including artistic, cultural, economic, intellectual, political, religious, and social development.

HISTORY 5730 3 credits
Medieval Europe
Rise of national monarchies, the church, feudalism and manorialism, and the Crusades are among the highlights in this treatment of Europe from the fall of the Western Roman Empire to the Renaissance.

HISTORY 5740 3 credits
The Renaissance and the Reformation
Europe in the transition period from medieval to modern civilization. Special emphasis on the history of ideas, culture, and religion.

HISTORY 5830 3 credits
The French Revolution and Napoleon 1789-1815
Background, development and results of the French Revolution and Age of Napoleon. Coverage includes the European scene in the late 18th century and the impact on the contemporary world.

HISTORY 5850 3 credits
Twentieth Century Europe
The origin and development of the main trends, factors and problems of today's world, with discussion of contemporary issues.

HISTORY 5880 3 credits
Modern European Thought and Culture
An examination of the evolution of European intellectual culture from the rise of modernity in the Scientific Revolution through the Enlightenment, Romanticism, Realism, Existentialism, and Modernism to the (purported) end of modernity in Post-Modernism. Related movements such as conservatism, socialism, nationalism, feminism, and fascism will also be covered. This course conceives of thought and culture very broadly and is primarily concerned with the social, political, and economic context of Europe's intellectual development.

HISTORY 5920 3 credits
Modern Middle East
The history of the Middle East in the 20th century.

HISTORY 5930 3 credits
East Asia
An analysis of East Asian civilizations from their origins to the present and their relations with the rest of the world.

HISTORY 6230 1-3 credits
Issues in History
Selected topics and issues of contemporary interest from U.S. and 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 0-2 credits
Seminar Paper Research

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 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.

HISTORY 7990 3-6 credits
Thesis Research
Industrial Studies Courses

INDUSTDY 5140 4 credits
**General Construction Estimating**
- Principles, theories, and systems of general construction estimating; quantity survey techniques; standard forms; material costs and labor pricing; and the use of computer estimating software.

INDUSTDY 5150 3 credits
**Polymeric and Ceramic Materials**
- An analytic course that introduces students to the science and chemistry of polymeric and ceramic materials. The course is divided into two parts. Part I contains the fundamentals of atomic bonding, crystalline structures, phase diagrams, kinetics and effects; Part II discusses the properties, design considerations, and applications of these industrial materials.

INDUSTDY 5210 3 credits
**Construction Laboratory**
- Laboratory and field experience in basic carpentry and masonry principles, concrete forming, brick and block laying, estimating, scheduling, and related areas.

INDUSTDY 5220 3 credits
**Construction Procedures**
- Planning and analysis of work methods, scheduling, control of crews, materials and equipment selection, CPM and PERT methods of scheduling, construction safety, the project manual concept, and construction specification writing and interpretation.

INDUSTDY 5230 3 credits
**Integrated Circuit Fundamentals**
- The study of digital and linear integrated circuits utilized in control systems applications. Operational amplifier circuits, timer circuits, logic gates, programmable logic gates, and programmable memory will be emphasized.

INDUSTDY 5480 3 credits
**Cast Metals Technology**
- Technical study and laboratory investigation into processes used in the manufacturing of metalcastings. Special emphasis on the following laboratory processes: green sand molding, evaporative pattern casting, investment casting, and shell sand casting. Also lecture and discussions on the following topics: gating practices, sand technology, coremaking, casting defects, pattern development, mold making with applications to the plastic industry, metallurgy of cast irons, cast iron melting furnaces, and trends in the metalcasting industry.

INDUSTDY 5550 3 credits
**Fluid Power and Servo Systems**
- Fluid power theory and application to industrial processes. The course includes the examination of fluids, pumps, compressors, conditioners, control devices, actuators, symbols, and circuitry. Other course areas include an introduction to electrical and fluid servo systems.

INDUSTDY 5560 3 credits
**Industrial Control Systems**
- The course includes the principles of measurement and control fundamentals including relay control systems, ladder logic, programmable controllers, industrial sensors, control software, D/A and A/D conversions, and computer-controller systems.

INDUSTDY 5590 3 credits
**Industrial Hygiene Technology**
- The course is concerned with the chemical and physical hazards that impair the health of workers while on the job. Emphasis in the course is in recognizing, evaluating, and controlling hazards. Students receive experience in monitoring exposure of workers to toxic hazards and harmful physical conditions.

INDUSTDY 5610 3 credits
**Safety and Worker Compensation Laws**
- A study of the function of federal, state, and local laws in occupational safety. Emphasis is placed on OSHA and worker compensation legislation. The course reviews current requirements and court decisions as they relate to injury, accidents, and occupational disease. An opportunity is provided to evaluate various standards as each applies to educational and industrial facilities.

INDUSTDY 5650 3 credits
**Specialized Drafting Practices**
- Theory and practices as applied to fixture layout, applied mechanics, graphic statics, and other symbolic diagrams. CADD applications of these areas will be employed.

INDUSTDY 5730 3 credits
**Three-Dimensional CADD**
- A study of the principles and techniques used to illustrate three-dimensional forms. Traditional techniques and CADD techniques are employed to construct wireframe, surface, and solid models.

INDUSTDY 5750 3 credits
**Production Machining and Manufacturing**
- Study of the principles of production manufacturing, production tooling, cost and time estimating, measurement and inspection, metal cutting theory, chipless machining processes, and an introduction to CNC programming.
INDUSTDY 5810 3 credits  
Alcohol and Other Drugs as Related to Safety  
Accident causation by alcohol and other drugs. Units of study include drug classification, alcohol and its effect on the American society, alcohol and driving, drug education curricula and resource materials, and handling drug problems on the job.

INDUSTDY 5820 3 credits  
Professional Selling  
A study of the principles, techniques, and practices involved in selling products, services, and ideas to final consumers and organizational buyers. The selling processes used by manufacturers, distributors, and direct marketers are considered. Changes in the selling environment due to global marketing and international sales are discussed. Several sales presentations are required.

INDUSTDY 5930 3 credits  
Teaching Technology Education  
Teaching methodology, delivery styles, and developing learning sessions and their utilization in technology education are presented. Each student will develop skills in effectively presenting information via several forms of instructional technology. P: TEACHING 2220 and Junior standing.

INDUSTDY 5940 3 credits  
Material and Processes Evaluation  
A technical study and evaluation of industrial materials and processes using laboratory test equipment. The course is designed to increase breadth and depth of knowledge of differing material characteristics and properties. Emphasis is given to current manufacturing processes; however, space age materials and processes will be evaluated.

INDUSTDY 5950 3 credits  
Industrial Design for Production  
Design principles, production methods, and design considerations for manufacturing are studied. Laboratory activities are centered around the design and production of a new product.

INDUSTDY 6020 1-3 credits  
Topics in Industrial Studies  
The study of selected topics common to the industrially oriented disciplines. The topic to be covered will be identified in the course title.

INDUSTDY 6030 3 credits  
Electrical Power  
A study of the methods and systems of AC and DC power generation and distribution; an introduction to AC and DC motors; and industrial control systems.

INDUSTDY 6130 3 credits  
Industrial Laser Application  
An investigation of principles and applications of lasers and laser systems as they pertain to manufacturing, service, and communication industries. The use of lasers in industrial, medical, and military applications will be discussed. Emphasis will be given to industrial applications such as cutting, welding, and heat treating.

INDUSTDY 6470 3 credits  
CNC Machining Processes  
A course combining academic and laboratory principles of Computer Numerical Control, Direct Numerical Control, computer-assisted part programming, and CAD/CAM communications.
INDUSTDY 6480 3 credits  
**Industrial Robotics**  
An investigation of the operation, performance, and job assignments of robots used in manufacturing, service, governmental, space, health, defense, home, and related activities. Emphasis is placed on applications; however, robot anatomy, coordinates, grippers, and control systems along with their interfacing are studied. Robot programming in VAL is applied.

INDUSTDY 6530 3 credits  
**Residential Planning and Design**  
Residential planning, design, and construction; specific emphasis is placed on the presentation plans, home ownership, housing, design requirement, and special structural design considerations. Laboratory work consists of developing a complete set of working architectural plans and related specifications using conventional and CADD drafting practices.

INDUSTDY 6560 3 credits  
**Flexible Manufacturing and Control Systems**  
The principles of automated material handling systems, interfacing machine tools with automatic systems, and automatic industrial ID systems. The course will emphasize industrial manufacturing system integration.

INDUSTDY 6630 3 credits  
**Building Systems Analysis**  
The major building systems, which include electrical systems, climate controlling systems, lighting systems, and water supply and drainage systems are studied.

INDUSTDY 6640 3 credits  
**Curriculum and Facility Planning**  
Curriculum development and course of study construction. Procedures for identifying content and organizing a teaching plan, correlating laboratory facilities with instructional content including laboratory specifications, placement of equipment, and laboratory management. **P:** TEACHING 2220.

INDUSTDY 6720 3 credits  
**Seminar in Safety**  
Programs in safety will be explored with safety resource experts from industry, education, and government agencies invited as speakers. Additional time is devoted to topics to prepare the safety student for the safety profession. Included would be such topics as how to develop résumés, employment opportunities in the safety profession, and certification available in the safety profession.

INDUSTDY 6750 3 credits  
**Disaster Preparedness**  
Principles of organization on the local, state, and national levels concerning natural and human disasters. A systematic and realistic approach to hazard analysis and mitigation. An opportunity will be provided to participate in a class disaster preparedness project.

INDUSTDY 6770 3 credits  
**Loss Control Safety Management**  
The role of management involved with principles of organization, implementation, administration, and evaluation of occupational safety programs. Methods of controlling losses caused by all types of incidents are studied. Emphasis is placed on accountability and measuring safety performance at all levels of industry.

INDUSTDY 6780 3 credits  
**Ergonomics in the Workplace**  
Ergonomics is the study of fitting jobs to workers and doing whatever is necessary to improve worker comfort. Topics covered in this course include: identifying ergonomic problems, office ergonomics, biomechanical principles, determining physical stress on the job, back problems, flexibility exercises. OSHA guidelines for meatpacking plants, NIOSH lifting standard and equation, cumulative trauma disorders, ergonomic job analysis, workstation design cost vs. poor design, and others.

INDUSTDY 6790 3 credits  
**Developing Safety Programs**  
The course stresses the importance of communications to the safety professional. Areas of communication studied include setting up and conducting safety conferences, building safety training programs, current research in safety, written safety communications, and using audio-visuals in safety.

INDUSTDY 6810 3 credits  
**Fire Protection**  
A study of the nature and theory of fire hazards; preplanning to prevent fires; the systems approach to fire protection services; the technology of fire control; and the application of theory and technology to solving fire problems. Special attention is given to preparing comprehensive fire programs for any type of business or industry.

INDUSTDY 6820 2 credits  
**Principles of Vocational-Technical Education**  
The principles of vocational-technical education including the needs for vocational-technical education in society; status of vocational-technical education with special emphasis on the Wisconsin Plan. Satisfies vocational certification. **P:** TEACHING 2220 or equivalent.
INDUSTDY 6840 3 credits
Construction Administration
Construction company organization; contract documents; legal, ethical, business, and management procedures; and principles of construction management. P: INDUSTDY 2430.

INDUSTDY 6850 3 credits
Thermoforming Technology
A course emphasizing process description and process evaluation. The course is divided between lab and lecture. The students will learn theoretical knowledge of plastic forming processes and practical experience running equipment. Topics include injection molding and extrusion. P: INDUSTDY 2910 Plastics Technology.

INDUSTDY 6860 3 credits
Inject Molding Technology
A course designed to provide students with an in-depth knowledge of design, evaluation, and processing techniques as they pertain to the plastics industry. The course emphasizes parts design, process description, process evaluation and cost evaluation. The course consists of lab and lecture. The students will learn theoretical knowledge of thermoforming, rotational molding, mold forming, and other techniques. P: INDUSTDY 2910 Plastics Technology.

INDUSTDY 6900 3 credits
Time and Motion Study
The study and application of work measurement systems such as direct time study, MTM standard data, and work sampling. Methods improvement is analyzed by the use of motion economy principles, process charting, and flow diagrams. The course also examines computer application techniques for the above.

INDUSTDY 6940 3 credits
Quality Control
The study of techniques and procedures of assuring and maintaining the quality of industrial products and services; Statistical Process Control (SPC) procedures as utilized currently; acceptance sampling, and probability and reliability topics are examined. ISO standards and TQM concepts are studied. P: MATH 1830 Elementary Statistics.

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, labor relations, governmental regulations, global competition, economic conditions, sales forecasting, inventory management practices, and plant facilities layout will be stressed.

INDUSTDY 6960 3 credits
Commercial Building Planning and Construction Techniques
Specific emphasis is placed on the planning/materials/methods and construction practices associated with general building construction including people/buildings/cities, land planning, infrastructure, architectural programming, equipment/machines, codes, pre-engineered buildings, and innovative technologies.

INDUSTDY 6980 3 credits
Industrial Training and Supervision
An investigation of the duties and responsibilities of first line supervisors. Emphasis is given to worker motivation, effective communication with employees, recruiting and selecting employees, supervisory leadership, employee evaluation and discipline, special interest in the workplace, employee training needs, and industrial training programs.

INDUSTDY 6990 2-8 credits
Industrial 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. P: See department program notes.
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.

Advanced Topics

This is an advanced course to discuss the new technical and managerial innovations in a production environment. The emphasis is the discussion of the principles, study of the concepts, and the application of new computer base technology in the area of production design, material selection, process simulation and control, and part evaluation. The course is dynamic in nature stressing the rapid advancement in production processes and the availability and integration of new technology into the production process.

Current Issues in Manufacturing

A study of current issues related to manufacturing management. An overview of the operations of an industrial organization that, when managed properly, lead to effective coordination and control with an emphasis on current trends and issues impacting manufacturing management such as challenges of manufacturing, social issues, economic issues, the global economy, and advancement of technology.

Operations Research and Interface Systems

A study of the activities, concepts, and the quantitative and qualitative techniques utilized by those who manage operations associated with the production of goods and services.

Materials Assessment

Investigation of the properties, microstructure, and mechanical characteristics of industrial production materials, material composition analyses, fabrication characteristics, strength of materials, and production techniques.

Technology in Industry and Society

A study of technology to include an understanding of what technology is, the implications of technology, the relationship of technology to life and our social environment, and the relationship of technology to industry and production. Designed to develop technological literacy and assist with decision making in a technological society.

Design of Experiments

This is an advanced quality control class as well as an advanced statistics class. It is a study of the causes of variation and what variables more significantly contribute toward variation. Study will involve different types of designs of experimentation to obtain a better understanding of process control, with the goal of reducing variation.

Seminar in Industrial Studies

Critical examination of selected industrial issues, the role of the management professional in the industrial workplace, and current literature will be studied.

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.

Mathematics Courses

Topics in Modern Mathematics

Topics to be selected by the instructor. P: Approval of the instructor.
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 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 Courses

MUSIC 6500 1-3 credits
Seminar in Music

MUAP 7000 1-2 credits
Advanced Instrumental Instruction
Flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, percussion, strings.

MUAP 7010 1-2 credits
Advanced Vocal Instruction

MUAP 7020 1-2 credits
Advanced Keyboard Instruction
Piano, organ, harpsichord.

MUSIC/MUAP 7920 0-2 credits
Seminar Paper Research

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.

PHLSPHY 7980 1-4 credits
Independent Study

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MUSIC/MUAP 7990 3-6 credits
Thesis Research

Philosophy Courses

PHLSPHY 7010 3 credits
Philosophical Foundations of Education
(Offered under TEACHING 7010 and PHLSPHY 7010.) Critically examines five major visions of reality, human life, and life's meaning that underlie educational practice today, to equip and encourage students to bring greater intellectual integrity to their work as educators.

PHLSPHY 7980 1-4 credits
Independent Study

Music Courses

MUSIC 6500 1-3 credits
Seminar in Music

MUAP 7000 1-2 credits
Advanced Instrumental Instruction
Flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, percussion, strings.

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MUSIC/MUAP 7990 3-6 credits
Thesis Research

Physical Education Courses

PHYSED 5020 3 credits
Physiology of Exercise
The purpose of this class is to integrate basic concepts and relevant scientific information to provide the foundation for understanding nutrition, energy, transfer, exercise, and training.

PHYSED 5120 2 credits
Stress Management at the Worksite
Designed to educate the student in the factors affecting one's personal stress level, factors affecting organizational stress, the components of an advantageous stress management program, and the techniques of facilitating relaxation exercises.

PHYSED 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: PHYSED 2030 Spring.
PHYSED 5330  
**Lifetime Activities**  
The course allows the physical education teacher candidate to experience, implement, and instruct lifetime activities in their Physical Education curriculum; such as biking, inline skating, weight training, aerobics, and other current trends in their Physical Education curriculum.

PHYSED 5360  
**Fitness Evaluation**  
Designed to teach the student methods and procedures for evaluating the components of health fitness in various age groups and fitness populations.

PHYSED 5380  
**Fitness Programming and Prescription**  
Designed to teach the student how to develop and implement fitness programs for various populations. The student will investigate the concept of exercise adherence and factors affecting it as well as conduct case study. P: PHYSED 5020.

PHYSED 5420  
**Health Promotion at the Worksite**  
This course prepares the student to plan, design, implement, and evaluate a health promotion program in a corporate or workplace setting.

PHYSED 5430  
**Teaching Exceptional Children in Health and Physical Education**  
This course provides an introduction to the principles and practices regarding the development and implementation of an adapted physical activity program for individuals with disabilities. Topics covered will include an overview of the legal basis for adapted physical activity, discussion of disabilities, pedagogical techniques, and placement issues/concerns for individuals with disabilities in sport and physical activities.

PHYSED 5500  
**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.

PHYSED 5510  
**Assessment and Screening in Physical Education**  
Knowledge provided regarding principles for selection of assessment/screening tools and administrative considerations. Practical opportunities to administer, score, and interpret a variety of tools. Production of goals and objectives based on assessment/screening results.

PHYSED 5610  
**Coaching Basketball**  
This course is designed to cover the basics of coaching basketball in a competitive setting. Anyone interested in coaching basketball is eligible to take this course. This course does not satisfy the general education requirement for a physical education activity course.

PHYSED 5620  
**Physical Education for Elementary Schools**  
The objectives, methods, and organization of physical education in the elementary school will be discussed. Students will also be expected to do field experiences and teaching out in the schools.

PHYSED 5720  
**Kinesiology**  
A synthesis of anatomy and mechanics to facilitate the understanding of human movement. Emphasis will be placed upon both qualitative and quantitative approaches for analysis and study of human movement and its impact on effective teaching of physical activities.

PHYSED 5830  
**Perceptual Motor Learning and Motor Development**  
The course will illustrate how the framework of motor development, movement skill learning, and fitness enhancement serve as the foundation for development from conception to adulthood. Discussion will also focus upon not only motor, but also the cognitive and affective development.

PHYSED 5850  
**Nutrition**  
Introductory nutrition course that studies the basic nutrition concepts and examines controversial topics.
PHYSED 5860  
Nutrition in Human Performance  
To provide an overview of the role nutrition plays relative to human performance. Emphasis is placed upon dietary evaluation and recommendation regarding nutrient intake and weight management.

PHYSED 5920  
Emotional Health  
This course explores the role that human emotions play in life and the classroom. The value of laughter, effective communication, praise, and positive attitude are also introduced as they relate to healthy living and teaching health education.

PHYSED 6020  
Psychology of Coaching  
The principles and techniques applicable to coaching interschool activities.

PHYSED 6230  
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.

PHYSED 6320  
Consumer Health  
A survey and analysis of today's public health problems. An overview describing the relationship between the health of consumers and the use of products and services.

PHYSED 6330  
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.

PHYSED 6430  
Current Issues in Health and Physical Education  
Study of current topics in health and physical education.

PHYSED 6530  
Practicum in Adapted Physical Education  
Students will address the psychomotor needs of individuals with a disability through the development and implementation of appropriate physical activity programs. Program implementations will include both educational and recreational settings.

PHYSED 6620  
Advanced Athletic Training  
The course deals with sport specific injuries, their prevention and treatment, and rehabilitation. The course also includes evaluation of injuries and the use of modalities in treatment.

PHYSED 6920  
Psychological and Social Health  
The purpose of this course is to evaluate and discuss the pedagogical ramifications of health issues that have psychological and/or social impact on the learner. Identification of such issues and instructional strategies will be the main focus of this course.

PHYSED 6940  
Seminar in Community and Environmental Health Education  
In-depth research and presentation of material related to topical health issues and service learning.

PHYSED 6960  
Independent Study in Physical Education  
1-3 credits

PHYSED 7420  
Practicum in Athletic Coaching  
2-6 credits

PHYSED 7920  
Seminar Paper Research  
2 credits

PHYSED 7980  
Independent Study in Health Education  
1-3 credits

PHYSED 7990  
Thesis Research  
3-6 credits
Physical Science Courses

PHSC 5000  2 credits
**Charting the Night Sky**
A study of celestial phenomena that can be observed with the naked eye. Topics will include phases of the moon, configurations of the planets, apparent and mean solar time, sidereal time, celestial coordinates, horizon coordinates, altitude of the sun at noon, the date and time that a star will be crossing the celestial meridian, and the appearance of the night sky from different locations on Earth. Offered only during the summer session.

PHSC 6990  1-4 credits
**Independent Study in Physical Science**
Study of special topics and/or development of special projects having department approval.

PHSC 7020  2 credits
**Special Topics in Astronomy: The Solar System**

Physics Courses

PHYSICS 5140  4 credits
**Modern Physics**
An introduction to special relativity, kinetic theory, quantum physics, the Schrödinger equation in one and three dimensions, a brief introduction to nuclear physics, energy bands of crystalline solids, the physics of semiconductors and its application to semi-conducting devices.

PHYSICS 6980  1-3 credits
**Special Topics in Physics**
A presentation of selected contemporary topics in physics.

PHYSICS 6990  1-4 credits
**Independent Study in Physics**
Study of special topics and/or development of special projects having department approval.

PHYSICS 7020  2 credits
**Special Topics in Physics: Fundamental Concepts**
A survey of fundamental physics concepts and relationships.

PHYSICS 7920  0-2 credits
**Seminar Paper Research**

PHYSICS 7990  3-6 credits
**Thesis Research**

Political Science Courses

POLISCI 5030  3 credits
**International Relations**
The foundations for national power, the causes of conflict in world politics, and the efforts to deal with such conflicts particularly through international organizations.

POLISCI 5320  3 credits
**Congressional Politics**
The powers, functions and processes of Congress; the role of political parties and pressure groups; and the relation of Congress to the other branches of government.

POLISCI 5330  3 credits
**American Political Parties and Interest Groups**
Interest groups and political parties as forces that mold public policy.

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.

Psychology Courses

PSYCHLGY 5130 3 credits
Child Psychology
Surveys the psychological facts, principles, and methods relative to child development from conception to the onset of puberty. P: PSYCHLGY 1130 or equivalent.

PSYCHLGY 5230 3 credits
Adolescent Psychology
The physical, emotional, social, and intellectual characteristics and problems of the adolescent. P: PSYCHLGY 1130 or equivalent.

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 6030 3 credits
Theories of Personality
The views of leading personality theorists regarding such central issues as the organization of normal personalities, its development and dynamics, socialization, description, assessment, and understanding. P: PSYCHLGY 1130 or equivalent.

PSYCHLGY 6130 3 credits
Interpersonal Psychology: Applied Techniques of Humanistic Psychology
This course involves explorations and applications in humanistic psychology. Topics include humanistic theories, human potentials, self-awareness, and interpersonal interaction techniques. Methods and procedures of applying concepts and ideas will be emphasized. P: PSYCHLGY 1130 or equivalent.

PSYCHLGY 6340 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 COUNSLED 7020.

PSYCHLGY 6950 3 credits
Human Service Work With Groups and Organizations
Expands upon the approaches learned in PSYCHLGY 4930/6930 and extends them to work with families, groups, organizations, and the community. Students learn the assessment and intervention techniques used by human service workers. This course emphasizes the general systems theory and the ecological perspective. P: PSYCHLGY 4930/6930 or COUNSLED 7020, or consent of instructor.

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 7920 1-2 credits
Seminar Paper Research
Seminar paper research. 1-2 credits.

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.

PSYCHLGY 7990 3-6 credits
Thesis Research
Thesis Research. 3-6 credits.

Sociology Courses

SOCIOLGY 5130 3 credits
Social Change
A broad overview of social and cultural change. Major theories of social change are presented and selected specific changes occurring in our society and in other cultures are examined.

SOCIOLGY 5230 3 credits
Human Relations
( Offered under ETHNSTDY 5230 AND SOCIOLGY 5230.) 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 5330 3 credits
Crime and Delinquency
A survey of the fields of criminology and juvenile delinquency. The course presents a sociological analysis of criminal and delinquent behavior, examines theory and empirical research on the topic, surveys the historical development of the present systems of dealing with criminals and delinquents, and considers current issues regarding crime and delinquency.

SOCIOLGY 5430 3 credits
Social Research
A survey of techniques of sociological research, including research design, data collection, and data analysis; stress on alternative types of research procedures and their relative strengths and weaknesses.

SOCIOLOGY 5630 3 credits
Sociology of the Family
The family as a social system with emphasis on culture, group processes, and institutions interacting with the nuclear and alternate types of family.

SOCIOLOGY 5930 1-3 credits
Topics in Sociology
Designed to present to students specialized topics in the field of sociology; for example, the sociology of medicine, the sociology of aging, sociology and the future as shown through science fiction and other futuristic writings, and studies of utopias might be presented depending upon interest of students and competency and interest of staff. Topics will be announced ahead of time and student reaction will be elicited.

SOCIOLOGY 6030 3 credits
Social Organizations
The organizations through which society sustains and perpetuates itself and its members; examination will range from the small group to the bureaucratic structure.

SOCIOLOGY 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.

SOCIOLOGY 7990 3-6 credits
Thesis Research

Spanish Courses

SPANISH 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 the humanities but not receive any foreign language credit. Students travel under supervision and receive one to four credits in Spanish 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.

SPANISH 5830 3 credits
Spanish Civilization
The political, social, intellectual, artistic, and literary development of the Spanish nation from its origin to the present.
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 5850 3 credits  
**Spanish American Literature and Culture I**  
An examination of representative texts from various Spanish American regions, covering the pre-Columbian period through the end of the 19th century (Spanish American modernismo). P: SPANISH 2940 or equivalent.

SPANISH 5860 3 credits  
**Spanish American Literature and Culture II**  
An examination of representative texts from various Spanish American regions, covering the 20th century. There will be an emphasis on the major literary and cultural movements and the historical context which helps us to understand them. P: SPANISH 2940 or equivalent.

SPANISH 6000 2 credits  
**Teaching of Foreign Languages-Spanish**  
The principles and methods of teaching foreign languages. C: Should be taken simultaneously with TEACHING 4110.

SPANISH 6820 2 credits  
**Phonetics**  
The theory of the pattern of sounds in Spanish with practical training in pronunciation. Required for a major or teaching minor in Spanish.

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 5500 3 credits  
**Persuasion and Argumentation**  
(Formerly COMMNCTN 5760, Behavioral Approaches to Persuasion and Attitude Change) Students are taught to critically evaluate, write, and orally present persuasive messages. Contemporary theories of persuasion are covered. Students end the semester by preparing and participating in a formal debate.

SPEECH 6020 3 credits  
**History and Theory of Rhetoric**  
(Offered under SPEECH 6020 and ENGLISH 6020) This course is designed for students who will use/or teach rhetorical strategies and structures in the professional world. From speech and communication theory to the teaching of critical and interpretational writing and reading, the study of rhetoric’s place in the history of ideas will help students to understand the place and power of language in the university and the professional work place. P: ENGLISH 1130 and ENGLISH 1230.

SPEECH 6500 3 credits  
**Communication Theory**  
(Formerly COMMNCTN 6230, Communication Theory and Research) Students learn to build their own theory of communication while studying the major schools of thought about theory, knowledge, and being as well as major theories concerning communication in a variety of contexts. P: Department approval.

SPEECH 6500 1-2 credits  
**Seminar Paper Research**  
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**

**Theater Courses**

THEATER 6630 3 credits  
**History of Theater and Drama**  
A general survey of the rise and development of the theater and drama from ancient Greece to Shakespeare.
THEATER 6730 3 credits
History of Theater and Drama
A continuation of Theater 6630. A general survey of the rise and development of the theater and drama from Moliere to Ibsen.

THEATER 7980 1-4 credits
Independent Study in Theater
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.

Women’s Studies Courses

WOMSTD 5330 2-3 credits
Topics in Women’s Studies
Selected topics in women’s studies. The specific topic will vary each semester and will be announced in the class schedule. P: 3 credits in Women’s Studies or permission of instructor.

WOMSTD 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.

WOMSTD 5430 3 credits
Women and the Arts
The focus is on the contributions of women in the areas of theater, dance, music, film, and the visual arts. In addition to classroom participation, the course includes attendance at live performances and presentations by guest lecturers.

WOMSTD 5520 3 credits
American Women’s History
(Offered under WOMSTD 5520 and HISTORY 5520.) A survey of changing patterns of domestic and family life, work, education, and public participation of American women from the colonial period to the present.

WOMSTD 5630 3 credits
Ethnic and Gender Equity in Education
(Offered under ETHNSTDY 5630, TEACHING 5630 and WOMSTD 5630.) 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.

WOMSTD 5730 3 credits
Women and the Law
A study of women in their legal roles as wives and mothers, workers and students, criminals and victims of crime. The course examines how the law affects women’s personal choices regarding marriage, having children, and aiming for high-level achievements in education and in work. The course also examines ways in which law affects women in poverty and in old age. P: One course in women’s studies or one course in criminal justice.

WOMSTD 5830 3 credits
Black Women and Feminism in the United States
(Offered under ETHNSTDY 5830 and WOMSTD 5830.) An interdisciplinary examination of the historical and contemporary relationship between black women in the United States and the feminist movement. Authors discussed will include Frances Harper, Ida Wells-Barnett, Bell Hooks, and Audre Lorde. P: ENGLISH 1130, ENGLISH 1230, and one of the following: WOMSTD 1130, any course in American history, SOCIOLGY 1200, SOCIOLGY 2330, any philosophy course, or permission of the instructor.

WOMSTD 6500 3 credits
Women and Mythology: Goddess, Witch, Sybil
This survey course takes a comparative and interdisciplinary approach to numinous images of the feminine as they appear internationally. By exploring ancient, historical, and contemporary manifestations of goddess-centered mythology and religious practices around the world, we will broaden our understanding of women’s contribution to the literary and spiritual traditions of many cultures. P: ENGLISH 1130, ENGLISH 1230.

WOMSTD 6730 1-3 credits
Individual Research in Women’s Studies
Advanced work on a scholarly subject or project, to be directed by a faculty member on the Women’s Studies Program council. P: Consent of the instructor and approval by the director of women’s studies.
III. Online Programs
ONLINE COURSES –
General Information

Distance Learning Center
B12 Karrmann Library
University of Wisconsin-Platteville
1 University Plaza
Platteville WI 53818-3099
Phone: 608.342.1468 or 800.362.5460
Web Site: http://www.uwplatt.edu/disted
E-Mail: disted@uwplatt.edu
FAX: 608.342.1071

NOTE: All fees mentioned in this catalog are subject to change without prior notice.

UW-Platteville’s Mission

The fundamental mission of UW-Platteville and the entire UW System is to serve the people of Wisconsin. This basic goal is expressed in detail in the mission statement adopted in 1988 and revised in 2002. In those statements, UW-Platteville pledges itself to:

1. Enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.
2. Provide baccalaureate degree programs which meet primarily regional needs in arts and sciences, teacher education, business and information technology.
3. Provide baccalaureate degree programs and specialized programs in middle school education, engineering, technology management, agriculture, and criminal justice which have been identified as institutional areas of emphasis.
4. Provide graduate programs in areas clearly associated with its undergraduate emphases in education, agriculture, technology management, engineering and criminal justice.
5. Provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering.
6. Provide agricultural systems research programs utilizing the Pioneer Farm in partnership with businesses, universities, and agencies.
7. Expect scholarly activity, including applied research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission.
8. Seek to serve the needs of all students and in particular the needs of women, minority, disadvantaged and nontraditional students. Furthermore, the University seeks diversification of the student body, faculty, and staff.
9. Serve as an educational, cultural and economic development resource to southwestern Wisconsin.

These statements, along with the UW System and University Cluster mission statements, provide a guide to UW-Platteville in what it attempts and does not attempt to accomplish as an institution of higher education.

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 nondegree seeking students with advanced educational preparation for careers in criminal justice, computer science, counseling, education, engineering, industry, and project management. 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

UW-Platteville’s rich tradition in distance education began in 1979 when a Bachelor of Science in Business Administration was made available to working adults throughout Wisconsin. In 1996, the program extended its reach to adults throughout the United States.

As new delivery techniques became available such as audio teleconferencing, audiographics, compressed video, full-motion video, and the Internet, the university began to develop several distance learning projects to serve the new groups of students who are not able to attend class on a traditional campus. In 1999, both print-based and online courses for the Bachelor of Science degree in Business Administration were offered, and three 100% online master’s degrees were developed in Criminal Justice, Project Management, and Engineering. In Fall 2006 an online Bachelor of Science in Criminal Justice was established. The programs are available worldwide. The resources and staff from the various programs involved in distance education were brought together in one location to form the Distance Learning Center.
Benefits of Earning a Master’s Degree at a Distance from UW-Platteville

Distance learning is designed to serve adults looking for personal fulfillment, advancement in their present jobs, or for a complete career change. A University of Wisconsin-Platteville master’s degree can be earned through distance learning while simultaneously meeting one’s professional and personal commitments. We currently offer three complete master’s degrees at a distance. No campus visits are required. All programs are delivered in a 100% online format, accessed through an Internet browser.

The online courses are offered on a semester basis roughly following the fall, spring, and summer terms. Students may start registering approximately three months prior to the start of the course and must register no later than two weeks prior to the start of the course.

For detailed information, course availability, tuition rates, and registration instructions, please visit our web site at http://www.uwplatt.edu/disted.

Affirmative Action/Equal Opportunity

http://www.uwplatt.edu/pers/

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 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 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 (322 Brigham Hall, 608.342.1776). All inquiries will be treated confidentially.

Research Involving Human Subjects

All research that involves humans as subjects, 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 subject issues, and then submit the protocol to the IRB for review. Students may obtain a manual of policies and procedures to review research involving human subjects from either the chair of the IRB or the Office of Sponsored Programs, 321 Brigham Hall, 608.342.1456. IRB information including names of the IRB committee may be found online at http://www.uwplatt.edu/sponprog.

Degrees and Programs

Currently, the University of Wisconsin-Platteville offers three 100% online graduate degrees. No campus visits are required.

- Master of Science in Criminal Justice (30 credits)
- Master of Science in Engineering (30 credits)
- Master of Science in Project Management (30-36 credits)
All students must complete a minimum of 30 graduate credits.

At least twenty-one 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. NOTE: For students admitted between July 1, 2004 and June 30, 2006, the minimum number of 7000 level credits remains at eighteen. For students admitted prior to July 1, 2004, the minimum number of 7000 level credits is fifteen.

A minimum of 50% of the credits required for a degree must be from University of Wisconsin-Platteville graduate courses.

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 in the online programs in Criminal Justice and Project Management must satisfy the writing requirement of their degree program. Students may satisfy the writing requirements by completing one of the following:

- Write an approved thesis (3-6 credits)
- Write an approved seminar paper (0-3 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

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 that may be accessed from our web site: [http://www.uwplatt.edu/disted](http://www.uwplatt.edu/disted).

### 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:

http://www.uwplatt.edu/academics/accreditations.html

The University of Wisconsin-Platteville is accredited by:

- Accreditation Board for Engineering and Technology
- American Chemical Society
- Foundry Education Foundation
- The Higher Learning Commission 312.263.0456

http://www.ncahigherlearningcommission.org

- 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
- Wisconsin Department of Public Instruction

Memberships

http://www.uwplatt.edu/academics/accreditations.html

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

- The American Association of Colleges for Teacher Education
- The American Association of University Women
- American Association of State Colleges and Universities
- American Association of Higher Education
- American Council of Education
- College Entrance Exam Board
- Council of Higher Education Accreditation
- Council for the Advancement and Support of Education
- 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 Admissions Officers
- Wisconsin Institute for Peace and Conflict
- Wisconsin Women in Higher Education Leadership

Accreditation

http://www.uwplatt.edu/academics/accreditations.html

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http://www.ncahigherlearningcommission.org

- 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
- Wisconsin Department of Public Instruction
Pay the application fee (currently $45) at our secure online site or mail a check payable to University of Wisconsin-Platteville to:

Distance Learning Center
B12 Karrmann
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

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

If the student has previously taken graduate courses and would like to have them considered for transfer to a UWP graduate degree, the student 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 institutions where the coursework was completed. We cannot accept or evaluate unofficial transcripts.

Applications will not be processed until the transcript from the institution granting the undergraduate degree is on file. All 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.

Applicants for the Engineering and Project Management program 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 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, test scores, recommendations, and previous graduate work. Admission status will be determined and reported to the applicant by the Distance Learning Center.

International Students

International degrees will be evaluated individually. In addition to filing the standard application for admission with official transcript(s) translated in English, international students must provide a copy of their Test of English as a Foreign Language (TOEFL) score to the Distance Learning Center. A minimum score of 500 (paper based) or 173 (computer based) on the Test of English as a Foreign Language Examination (TOEFL) is required of all international students whose native language is not English. Students transferring from United States colleges and universities may be excused from the TOEFL if they have demonstrated competence in English through courses taken at such institutions and have earned grades of “B” or higher in English composition courses and speech. International students may request a waiver of the TOEFL requirement by submitting an acceptable justification for the waiver. The waiver request should include the student’s name, daytime phone number, and the program to which he/she is applying. This request should be sent directly to the dean of the School of Graduate Studies:

Dr. David Van Buren
Dean, School of Graduate Studies
314 Brigham Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
USA
608.342.1262
E-mail: vanburen@uwplatt.edu

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.

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 dean of the School of Graduate Studies. After a student completes a minimum of nine credits of graduate course work (specified by the program area), the faculty in the program area recommends 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 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 UWP 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. Special students may register for courses directly by going to our web site [http://www.uwplatt.edu/disted](http://www.uwplatt.edu/disted).

**Assignment of Advisor**

An advisor will be assigned to each new graduate student by the program coordinator upon the student’s admission to the School of Graduate Studies. The dean of the School of Graduate Studies will confirm the final approval of advisor assignments. A student may request a change of advisor at any point during graduate study. The student may obtain a graduate advisor change form from the Distance Learning Center.

**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 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 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 dean 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 UWP 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 to graduate programs at the University of Wisconsin-Platteville.

- All requests for transfer of credits require approval by the student’s assigned graduate advisor and the dean of the School of Graduate Studies.
- A minimum of 50% of the credits required for a degree must be from the University of Wisconsin-Platteville graduate courses.
- Credits may only be transferred 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 not be officially recorded until the student has successfully completed graduate work at the 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 50% of the credits required for the degree. The total of credits from other University of Wisconsin-Platteville degree programs and credits transferred from other institutions cannot exceed 50 percent of the credits required for the degree.

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 (http://www.uwplatt.edu/disted). 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

Graduate students may register online at www.uwplatt.edu/disted after corresponding with an advisor. Graduate students are allowed to register for up to six credits during summer sessions and up to nine credits during the fall/spring semesters. If a student wishes 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 wishes to appeal an advisor’s decision should contact the dean of the School of Graduate Studies. A graduate student who wishes 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 dean 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 dean of the School of Graduate Studies’ approval replaces the advisor’s approval.
Degree Requirements

Writing Requirement Options

As discussed previously, students in the online Project Management and Criminal Justice programs may satisfy the writing requirement by doing one of the following:
- Write an approved thesis (3-6 credits)
- Write an approved seminar paper (0-3 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 (http://www.uwplatt.edu/library/reference/gradstud.html).

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:
  - An approval page to be signed by the advisor and committee members
  - An introduction
  - A statement of the problem
  - Purpose of the study
  - Hypothesis, if applicable
  - Significance or implications of the study
  - Assumptions necessary to undertake the study
  - Delimitation of the study
  - Method of approach including data sources, data gathering methods, and likely analyses
  - General plan of organization
- If the proposed research will involve human subjects, obtain approval (in writing) from the Institutional Review Board for Human Subject Research (www.uwplatt.edu/sponprog/irb.html) before the research is initiated.
- Submit the thesis proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) to the Distance Learning Office.
- Register for “Thesis Research.”
- Prepare the thesis with regular meetings with the thesis advisor.
- Submit the completed thesis 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 in writing that the oral examination has been successfully completed. The certification is provided to the Distance Learning Office.
- Submit to the Distance Learning Office the completed thesis (with signatures), paper deposition form, an extra copy of the abstract and payment for binding the thesis for the library. Each student should consult his/her thesis advisor regarding requirements for additional copies. The thesis binding fee is currently $ 30.00/copy.

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 (http://www.uwplatt.edu/library/reference/gradstud.html).

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:
  - An approval page to be signed by the advisor
  - An introduction
  - A statement of the problem
  - Purpose of the study
  - Hypothesis, if applicable
  - Significance or implications of the study
  - General plan of organization
- If the proposed research involves human subjects, obtain approval (in writing) from the Institutional Review Board for Human Subject Research (www.uwplatt.edu/sponprog/irb.html) before the research is initiated.
- Submit the seminar paper proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) to the Distance Learning Office.
- Register for "Seminar Paper Research."
- Prepare the seminar paper with regular meetings with the seminar paper advisor.
- Submit the completed seminar paper to the seminar paper advisor for review.
- Submit to the Distance Learning Office the completed seminar paper (with signature), paper deposition form, an extra copy of the abstract and payment for binding the seminar paper for the library. Each student should consult his/her seminar paper advisor regarding requirements for additional copies. The seminar paper binding fee is currently $24.00/copy.

Capstone Experience

Some programs, such as Project Management, 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 the following manuals:
- A Manual for Writers of Term Papers, Theses and Dissertation, Katie L. Turabian.

(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. The specific costs are available through the Distance Learning Center. For specific information about tuition, please visit our web site at http://www.uwplatt.edu/disted or call 800.362.5460.

Textbooks

Textbooks for online programs are ordered when a student fills out the registration form for a course. You will order your books from an online bookstore, and they will be delivered to your home. Instructions for ordering textbooks will be made available after the student has registered.

Refund Policy

Students may receive a refund of tuition upon officially dropping a class according to the following schedule:

<table>
<thead>
<tr>
<th>Length of Course</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 weeks &amp; over</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>None</td>
</tr>
<tr>
<td>8 – 11 weeks</td>
<td>100%</td>
<td>50%</td>
<td>25%</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>5 – 7 weeks</td>
<td>100%</td>
<td>50%</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>3 – 4 weeks</td>
<td>100%</td>
<td>25%</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>2 weeks</td>
<td>100%</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Note: This refund schedule is subject to change without notice. The application fee and any administrative fees are nonrefundable.
Academic Procedures

Course Incompletes

An Incomplete (I) may be given when a student fails to complete all requirements for the course during the semester of registration. Incompletes must be removed within six weeks of the beginning of the following term or the Incomplete will become a Failure (F). An extension of the six-week time limitation may be granted upon written request of the instructor of the course in which the Incomplete was given.

Incompletes given in thesis or seminar paper research will become failures after one year if the paper is not completed. Extension of the one-year time limitation may be requested by the student and approved by the thesis or seminar advisor for submission to the School of Graduate Studies. Students must re-register and pay tuition and fees for thesis or seminar paper research in which the incomplete has been changed to an “F.” Students need to file a repeat card with the Distance Learning Center.

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. A repeat card must be filed with the Distance Learning Center at the time of registration.

Dropping Courses

Students may drop a course before it begins. Students must officially drop a course by contacting UW-Learning Innovations at 1.800.442.6460. If a student who is registered in a course withdraws from that course in the first two weeks of class in that semester, that course will not appear on the student’s grade printout for that semester and hence will not be recorded on the student’s transcript. If a student who is registered in a course withdraws from that course any time after the second week of class, but before middle of the term, he or she will receive a notation of “withdrawn” on the grade printout and hence on his or her transcript. Students may not drop a course beyond the middle of the term.

Withdrawing from School

To be official, any withdrawal must be approved by 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 dean of the School of Graduate Studies for permission to begin withdrawal procedures.

Retention, Probation, and Dismissal

A minimum 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 twelve 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 dean 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 dean of the School of Graduate Studies.

Student Discipline

The Assistant Chancellor for Student Affairs handles matters involving students’ rights and responsibilities. The assistant chancellor’s responsibilities regarding discipline are two-fold: to ensure that students are treated fairly, and to see that students meet university policies and regulations. The assistant chancellor 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. (See the University of Wisconsin-Platteville “Policies Governing Student Life” online at http://www.uwplatt.edu/university/documents/student_policies/chapter14.html for details regarding student disciplinary procedures and the conduct expectations in chapters 14, 17, and 18.)

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
- 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, 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 policy at http://www.uwplatt.edu/university/documents/student_policies/chapter14.html or request a printed version from the Office of Student Affairs.

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 coordinator 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 is contacted, informing him/her that in order to apply for graduation, he/she will need to do the following:

- Download the “File for Master’s Degree Form” from the Distance website http://www.uwplatt.edu/disted
- Submit a payment of $25 for the graduation fee with the “File for Master’s Degree Form.” Checks may be made payable to UW-Platteville and sent to: University of Wisconsin-Platteville Distance Learning Center B12 Karrmann Library 1 University Plaza Platteville WI 53818-3099

A “Credit Card Payment Form” is also available to download.

- Make sure all debts have been cleared with the university prior to applying for graduation.

Upon receipt, the student will then receive a letter including a list of:

- any graduation deficiencies
- course(s) for which the student is currently registered
- a deadline for returning the form (August graduates, May 30; December graduates, September 30; May graduates, January 30)

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 sent
- 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 wish to participate in the graduation ceremony.

The student must contact the University Bookstore at the UW-Platteville Pioneer Student Center (phone 608.342.1486) for assistance in ordering his/her cap, gown, tassel, and master’s hood. The cost for these items is usually around $55.00.

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 next spring or
fall commencement program. At this commencement, degrees will be formally conferred. Students at a distance who are unable to travel to campus may participate in commencement activities through a virtual graduation site at http://www.uwplatt.edu/disted.

Student Assistance Services

Financial Aid

http://www.uwplatt.edu/finaid

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

If you are admitted to a degree program (matriculated), you may qualify for federal financial aid, including loans. Eligibility for loans will be determined after you have completed the U.S. Department of Education’s online financial aid application at http://www.fafsa.ed.gov or you may request a paper application from the Financial Aid Office. The priority date for filing is March 15 (not a deadline).

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

Sheila Trotter
Financial Aid Office
204 Brigham Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
trotter@uwplatt.edu
Phone 608.342.1836

In all correspondence with the Financial Aid Office, be sure to indicate that you are taking courses at a distance.

Further information about financial aid can be found at the UW-Platteville Financial Aid Office website: http://www.uwplatt.edu/finaid. 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 the programs listed below, a student must complete the Free Application for Federal Student Aid (FAFSA).

Federal Perkins Loan

The amount of a loan is determined by need and funds available. The loan is interest free while a student is enrolled at least half-time (5 or more credits). Thereafter, 5% interest is computed annually after a nine-month grace period for new borrowers.

Federal Subsidized Stafford Loan

The amount of a loan is determined by need. The loan is interest free while a student is enrolled at least half-time (5 or more credits). Thereafter, a variable interest rate (not to exceed 8.25%) is computed annually after a six-month grace period.

Federal Unsubsidized Stafford Loan

This loan is subject to the same terms and conditions as subsidized Stafford Loans, except that the borrower is responsible for interest that accrues while in school and is not based on need. Borrowers may receive both subsidized and unsubsidized Federal Stafford Loans up to the applicable Stafford limit if they do not qualify for the full amount permitted under the subsidized Federal Stafford Loan Program.

Veterans Benefits

http://www.uwplatt.edu/registrar/

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 the Registrar’s office, 101 Brigham Hall, 608.342.1321.

Services for Students with Disabilities

http://www.uwplatt.edu/disability

Services for Students with Disabilities works to ensure that no qualified student, solely by reason of disability, are 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 and to assist students with disabilities in obtaining access to university programs and activities.
in the most integrated setting appropriate. Services for Students with Disabilities is located at 114 Warner Hall, 608.342.1818 (voice and TTY).

Students with disabilities must provide documentation and must make their requests for accommodations known to the Services for Students with Disabilities Office as early as possible to begin the process of obtaining accommodations.

**Career Center**

http://www.uwplatt.edu/careercenter

Web-based recruiting is one method to match employers with potential employees. A free service is available through eRecruiting.com. The first step is to contact UW-Platteville Career Center to request an eRecruiting user name and password. Contact them by any one of the following methods:

**E-mail:** careercenter@uwplatt.edu  
**Phone:** 608.342.1183  
**FAX:** 608.342.1172  
**Mail:** Career Center, Ullsvik Center, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53818-3099.

Once the student has been assigned a user name and password, he/she may access the services of eRecruiting by going to the Career Center web site at http://www.uwplatt.edu/careercenter and then selecting the link “eRecruiting.” Students may post a résumé electronically, look up vacancies on the Job Board, and set up interviews electronically. Students may also track which companies have looked at the résumé and edit the résumé at any time.

The Career Center also invites distance learning students who are able to travel to campus to attend the bi-annual Employer Fairs held in September and January. More information can be found on the Career Center web site at http://www.uwplatt.edu/careercenter. The Career Center also offers the opportunity to “career chat” by contacting them for online advice on résumés and job searching initiatives.

If there are any problems or questions about the eRecruiting system, résumés, or interviewing, don’t hesitate to contact the Career Center.

**Transcripts**

http://www.uwplatt.edu/registrar

Official transcripts of a student’s record may be obtained by written request to the Registrar’s Office, 101 Brigham Hall, 608.342.1321, FAX 608.342.1389. Transcript request forms are available at the Registrar’s Office or you may download the form from http://www.uwplatt.edu/registrar/transcripts.html. The request must include the student’s signature, social security number, date of birth, dates of attendance, and address where the transcript should be sent. Transcripts currently cost $3.00 per copy. Payment may be made by cash, check, money order, VISA, or MasterCard. Payment using VISA or MasterCard on a faxed or letter request must include the credit card account number, name under which the credit card account is held, and the expiration date. Requests for information concerning activities and scholastic records of students or former students of the Distance Learning Center will not be released without the authorization for release by the person whose record is involved. Exceptions are made only as prescribed in the Family Educational Rights and Privacy Act-1974. All outstanding obligations must be cleared before an official transcript will be issued. It is the student’s obligation to know that this record is clear.

**Information Services**

**Karrmann Library**

The Karrmann Library is a modern learning resource center that provides diverse information accessible through computerized indexes. The collections include: 226,800 books; 137,700 government publications; 11,600 audiovisual materials; 18,700 maps; 906,000 microforms; and subscriptions to more than 1,000 periodicals, 70 newspapers, and 1,600 other serial titles. A statewide interlibrary loan network supplements these materials. The library’s Web page may be accessed through the Distance Learning web site http://www.uwplatt.edu/disted. It provides access to a wide variety of electronic resources available on the Internet, including “full text” articles. The library resources may be accessed either in the library or remotely from offices or homes. Questions may be directed to a Karrmann Library Reference Librarian by calling toll-free 1.888.450.4632.
Master of Science in Criminal Justice

http://www.uwplatt.edu/disted

Contact: Cheryl Banachowski-Fuller, Ph.D.
Program Director
Master of Science in Criminal Justice
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099

Telephone: 608.342.1652
FAX: 608.342.1986
E-mail: criminaljstc@uwplatt.edu

Statement of Purpose

The Master of Science in Criminal Justice is a comprehensive, highly interactive, web-based degree that is offered entirely online. 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 as a Matriculated Student 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 Dean 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 wish to enroll in selected courses without being admitted to the program may enroll as special students. Special students can go directly to online courses at the web site (http://www.uwplatt.edu/disted) to register. 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 wish 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.

Elective Courses (15 credits)

In addition to the required core courses listed above, you must complete 15 credits of elective graduate courses in areas appropriate to your emphasis. With the help of an academic advisor, you will develop an academic program plan consistent with specific goals from one of the three emphasis areas. Contact the program director for information regarding transfer of elective credits not listed below.

| CRIMLJUS  | 6030 | Criminal Law            |
| CRIMLJUS  | 6330 | Criminal Procedure and Evidence |
| CRIMLJUS  | 7120 | Policing in a Democratic Society |
| 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  | 7830 | Advanced Comparative Criminal Justice |
| *CRIMLJUS | 7880 | Criminal Justice Internship |
| *CRIMLJUS | 7940 | Special Topics in Criminal Justice |
| *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 | Human Resource Management |
| BUSADMIN  | 5340 | Management, Gender |

Required Courses

(Core Courses-15 credits)

| CRIMLJUS  | 7030 | Criminal Justice Systems |
| CRIMLJUS  | 7130 | Criminal Justice Research and Statistical Methods |
| or        |      |                        |
| CRIMLJUS  | 7730 | Evaluation and Program Analysis in Criminal Justice |
| CRIMLJUS  | 7230 | Criminological Theory |
| CRIMLJUS  | 7330 | Law as Social Control |
| or        |      |                        |
| *CRIMLJUS | 7920 | Seminar Paper Research |
| *CRIMLJUS | 7990 | Thesis Research |

* Contact advisor for prior approval and registration instructions.
BUSADMIN 5340  Management, Gender and Race  3 credits

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 are also addressed.

BUSADMIN 5530  Organizational Behavior  3 credits

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.

COUNSLED 7130  At Risk Youth  3 credits

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.

CRIMLJUS 6030  Criminal Law  3 credits

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  Criminal Procedure & Evidence  3 credits

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  Current Topics in Criminal Justice  1-3 credits

Current issues in criminal justice that may not warrant a permanent course. Course content will be announced each time the course is presented. P: CRIMLJUS 4030. (Available on campus only.)
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 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 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.
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 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 1880’s to the present, the emergence of the rehabilitative ideal, inmate adaptions to incarcerations, prison rights issues, the move to law and order or “get tough” on crime, and the culture of control since 1990’s.

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.

Advanced Comparative Criminal Justice

Advanced graduate review of the cultural bases of laws, development of laws, conceptions of justice and patterns of crime; comparison of American criminal justice systems with other Western and Asian justice systems using model countries of China, Japan, India, England, France, Germany, Saudi Arabia, and Turkey for a focus on conflict resolution strategies using police, courts, corrections, and conciliation.

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. (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: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (Contact advisor for prior approval and registration instructions.)

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. (Available on campus only.)

PSYCHLGY 5230 3 credits

Adolescent Psychology

The physical, emotional, social, and intellectual characteristics and problems of the adolescent. P: PSYCHLGY 1130 or equivalent. (Available on campus only.)

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. (Available on campus only.)

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.)

SOCIOLGY 5230 3 credits

Human Relations

(Offered under ETHNSTDY 5230 AND SOCIOLGY 5230.) 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. (Available on campus only.)

SOCIOLGY 5330 3 credits

Crime and Delinquency

A survey of the fields of criminology and juvenile delinquency. The course presents a sociological analysis of criminal and delinquent behavior, examines theory and empirical research on the topic, surveys the historical development of the present systems of dealing with criminals and delinquents, and considers current issues regarding crime and delinquency. (Available on campus only.)
Master of Science in Engineering

http://www.uwplatt.edu/disted

Contact: Lisa A. Riedle, Ph.D., P.E.
Program Coordinator
Master of Science in Engineering
University of Wisconsin-Platteville
1 University Plaza
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Statement of Purpose

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

Student Learning Outcomes

Graduates will:
1. demonstrate advanced competence in one of the technical emphasis areas;
2. apply project management practices;
3. demonstrate effective technical communications skills;
4. show competency in advanced mathematics;
5. exhibit proficiency in advanced computer applications;
6. solve engineering problems as a member of a team.

Introduction

The Master of Science in Engineering degree is a technical degree in engineering requiring 30 credits of advanced course work but no thesis. A need has been expressed by several major industries for the delivery of advanced technical education to be achieved without employee relocation.

In response to this need, the program includes technical areas of emphasis and it is offered entirely online. In the technical areas of emphasis, courses are offered to satisfy the needs and requirements of a specific technical specialty. This online program makes the degree much more accessible to professionals working in industries within the state, the region and the world. Furthermore, the Internet provides opportunities to deliver information in various formats to encompass different student learning styles.

In addition to courses within a technical area of emphasis, the Master of Science in Engineering program provides education for professional development in the areas of mathematics, technical communications, computer applications, and engineering management.

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 (CHEA). If the bachelor’s degree is in a field other than engineering, applicants may be asked...
to complete prerequisite courses. Students may be contacted on an individual basis for additional information to support their admission. 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.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. Students seeking admission as a Matriculated Student 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 wish to enroll in selected courses without being admitted to the program may enroll as special students. Special students can go directly to online courses at the web site ([http://www.uwplatt.edu/disted](http://www.uwplatt.edu/disted)) to register. A maximum of 12 credits may be taken as a special student.

**Curriculum**

The Master of Science in Engineering is earned upon the successful completion of 30 graduate credits. For admission requirements, registration instructions, course descriptions, tuition rate, and a long-term course rotation schedule, visit our web site at [http://www.uwplatt.edu/disted](http://www.uwplatt.edu/disted).

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 (or transferred in) from each of the following areas:

- **Mathematics:**
  - ENGRG 5030 Linear Algebra (formerly MATH 5230)
  - ENGRG 6050 Applied Statistics (formerly MATH 6050)
- **Computer Applications:**
  - ENGRG 7030 Simulation Modeling of Engineering Systems
  - ENGRG 7070 Optimization with Engineering Applications (formerly CEE 7830)
- **Technical Communications:**
  - ENGRG 5000 Engineering Communications
- **Engineering Management:**
  - PROJMGT 7010 Project Management Techniques I
  - BUSADMIN 7110 Management Decision Analysis

**SECTION B: TECHNICAL EMPHASIS COURSES**

Students must choose from one of 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.

Select a total of nine credits in one of the technical emphasis areas: Engineering Design, Applications in Engineering Management, or Control Systems.

- **Engineering Design:**
  - ENGRG 7070 Optimization with Engineering Applications (formerly CEE 7830)
  - ENGRG 7510 Design of Experiments (formerly MIE 7300)
  - ENGRG 7520 Design for Manufacturability (formerly MIE 7730)
  - ENGRG 7540 Advanced Finite Element Method (formerly MIE 7800)
  - ENGRG 7550 Product Design and Development (formerly MIE 7550)
- **Applications in Engineering Management:**
  - ENGRG 7810 Advanced Production and Operations Analysis (formerly MIE 7030)
  - ENGRG 7820 Quality Engineering and Management (formerly MIE 7430)
  - ENGRG 7830 Advanced Cost and Value Analysis (formerly MIE 7830)
  - ENGRG 7840 Systems Engineering Management (formerly MIE 7840)
  - ENGRG 7850 Taguchi Method of Designing Experiments (formerly MIE 7440)
  - PROJMGT 7020 Project Management Techniques II
- **Control Systems:**
  - ENGRG 7310 Control Systems Engineering (formerly MIE 7130)
  - ENGRG 7320 Modern Control Systems (formerly EE 7320)
  - ENGRG 7340 Digital Control Systems (formerly EE 7340)
- **Structural/Geotechnical Engineering:**
  Students who choose the Structural/Geotechnical Engineering emphasis must complete (from the list below), a minimum of one Structural Engineering (Str) course and one Geotechnical Engineering (Geo) course, ENGRG 7540 Advanced Finite Element Method course (or an equivalent course), and a minimum of 9 additional Structural/Geotechnical credits from the list below for a total of 18 credits to complete the requirements for this emphasis. The recommended mathematics course is ENGRG 5030 Linear Algebra.
ENGRG 6230 Structural Steel Design with LRFD (Str)(formerly CEE 7320)
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) (formerly CEE 7280)
ENGRG 7290 Earth Retaining Structures: Design, Analysis and LRFD (Geo)

SECTION C: ELECTIVE COURSES (for Engineering Design, Applications in Engineering Management, and Control Systems emphasis areas)

Select elective courses with the assistance of your academic advisor. Choose a total of nine elective credits from Section C or from any of the courses in Sections A and B not previously taken. Additional electives may be available through transfer and/or other arrangements. Contact the Program Coordinator for more information.

BUSADMIN 5720 International Marketing
ENGRG 7930 Special Topics in Engineering (1-3 credits)
ENGRG 7980 Independent Study in Engineering (1-3 credits)

The curriculum is continuously updated to ensure its relevance to today's industries.

Certificate in Engineering Management

A twelve-credit Certificate in Engineering Management is available entirely online for people who desire a foundation in basic management skills. Credits earned for the certificate can later be applied toward the Master of Science in Engineering or the Master of Science in Project Management, which are both offered online through UW-Platteville.

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

Required
- PROJMGT 7010 Project Management Techniques I
- PROJMGT 7020 Project Management Techniques II

Choose two additional engineering courses from those listed in Section B: Technical Courses

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 can not be applied to the certificate program.
Certificates in Structural/Geotechnical Engineering

Certificates in Structural/Geotechnical Engineering are available entirely online for people who desire a foundation in Structural/Geotechnical skills. These certificates allow 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 offered online through UW-Platteville. Each certificate is comprised of twelve credits (four courses). Each course is worth three credits.

Certificate in Structural Engineering

Required:
- ENGRG 6230 Structural Steel Design with LRFD
- ENGRG 7220 Dynamics of Structures
- ENGRG 7240 LRFD of Bridge Superstructures (course to be developed)
- ENGRG 7250 Soil-Structure Interaction (course to be developed)

Certificate in Geotechnical Engineering

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

Certificate in Structural/Geotechnical Engineering

Required: complete 12 credits consisting of two courses from those listed in the Certificate in Structural Engineering and two courses from those listed in the Certificate in Geotechnical Engineering. (Note: ENGRG 7260 is a prerequisite for ENGRG 7270.)

Students must complete all of the required courses for these certificates from the University of Wisconsin-Platteville to be eligible to receive a certificate. Transfer courses can not be applied to the certificate program.

Course Descriptions

For admission requirements, registration instructions, course descriptions, tuition rate, and a long-term course rotation schedule, visit our web site at http://www.uwplatt.edu/disted.
ENGRG 6230 3 credits
(formerly CEE 6230)
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
(formerly CEE 7830)
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, 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
(formerly CEE 7280)
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: subsurface 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
(formerly MIE 7130)
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. S.

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 and ENGRG 7320.

ENGRG 7520 3 credits
(formerly MIE 7730)
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 & manufacturing, and make a business decision on feasibility of design.
ENGRG 7540  
(formerly MIE 7800)  
**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  
(formerly MIE 7550)  
**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 7810  
(formerly MIE 7030)  
**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  
(formerly MIE 7430)  
**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 MATH 6030 or ENGRG 6050, or consent of instructor.

ENGRG 7830  
(formerly MIE 7830)  
**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  
(formerly MIE 7840)  
**Systems Engineering Management**  
New technologies and time constraints need to meet the challenges of satisfying customer needs such as performance, quality, and overall 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  
(formerly MIE 7440)  
**Taguchi Method 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 7930  
(formerly MOE 7930)  
**Special Topics in Engineering**  
Various engineering topics will be explored. Topics vary.
ENGRG 7980  1-3 credits
(formerly MOE 7980)
**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.

PROJMGT 7010 (PM 7010)  3 credits

**Project Management Techniques I**

Issues surrounding project scope definition; plan development and execution; sequencing, scheduling, and controlling activities for timely completion of projects; and collection and dissemination of project-related information.

PROJMGT 7020 (PM 7020)  3 credits

**Project Management Techniques II**

A sequence of project management topics regarding organizational planning, staff acquisition, and team development; quality planning, assurance and control; risk identification and control; and managing procurement of goods and services from outside the performing organization. **P:** PROJMGT 7010.
Master of Science in Project Management

http://www.uwplatt.edu/disted

Contact: D.W. (Bill) Haskins
Program Coordinator
Master of Science in Project Management
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818
Telephone: 608.342.1961
FAX: 608.342.1466
E-mail: projectmgmt@uwplatt.edu

Statement of Purpose

The purpose of the Project Management program is to serve graduate students in the online environment in order to improve their business and project management competencies, provide them with professional development opportunities as project management practitioners, and provide opportunities for continued advancement in their chosen industry or field of endeavor.

Student Learning Outcomes

Graduates will:
1. develop an understanding of the nine project management knowledge areas identified in the Project Management Body of Knowledge Guide;
2. demonstrate effective electronic, verbal, and written communication skills;
3. apply interpersonal skills in the project environment;
4. exhibit a sensitivity to diversity in the project environment;
5. apply ethical business principles in the project environment;
6. initiate and complete a project utilizing project management concepts.

Introduction

The Master of Science in Project Management (MSPM) is a 100% online program designed to satisfy the needs of working adults who wish 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 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 has been designed to follow the Project Management Body of Knowledge (PMBOK®) Guide, which forms the foundation needed to obtain the Project Management Professional (PMP®) credential. UW-Platteville is a Global Registered Education Provider of the Project Management Institute. Each three-credit course is equivalent to 45 Professional Development Units (PDUs) toward maintenance of the PMP certification.

Admission Requirements for Master of Science in Project Management

Those seeking admission to the Project Management master's 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 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 dean 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 as a Matriculated Student 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 wish to enroll in selected courses without being admitted to the program may enroll as special students. Special students can go directly to online courses at the web site (http://www.uwplatt.edu/disted) to register. 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  
(0-12 credits, as identified in student’s approved degree plan)

- ACCT 7000 Managerial Accounting  
- BSAD 5530 Organizational Behavior  
- BSAD 5620 Financial Management  
- BSAD 6630 Marketing Management

Project Management Core Courses (15 credits)

- BSAD 7540 Advanced Quality Management  
- COMM 7330 Organizational Communication  
- PM 7010 Project Management Techniques I  
- PM 7020 Project Management Techniques II  
- PM 7840 Project Management Capstone

Elective Courses (9-15 credits)

Select elective courses with the assistance of your 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.

- BSAD 5030 Human Resource Management  
- BSAD 5100 Compensation Management  
- BSAD 5340 Management, Gender, and Race  
- BSAD 5540 Quality Management  
- BSAD 5650 International Financial Management  
- BSAD 5720 International Marketing  
- BSAD 5740 Consumer Behavior  
- BSAD 7110 Management Decision Analysis (formerly BSAD 6110 Management Science)  
- BSAD 6200 Employee Recruitment and Selection  
- BSAD 6330 Labor-Management Relations  
- COMM 5010 Business Communication  
- ENGRG 6050 Applied Statistics (formerly Math 6050)  
- ENGRG 7810 Advanced Production and Operations Analysis (formerly MIE 7030)  
- ENGRG 7850 Taguchi Method of Designing Experiments (formerly MIE 7440)  
- ENGRG 7830 Advanced Cost and Value Analysis (formerly MIE 7830)  
- PHIL 7530 Business Ethics  
- PM 7030 Project Risk Management  
- PM 7040 Interpersonal Skills for Virtual and Co-Located Project Teams  
- PM 7050 Project Procurement Management  
- PM 7060 Advanced Tools and Techniques for Project Management  
- PM 7070 Managing Multiple Projects

- PM 7940 Special Topics in Project Management (1-3 cr)  
- PM 7980 Independent Study in Project Management (1-4 cr)  
- PM 7990 Thesis Research (3 cr)

The curriculum is continuously updated to ensure its relevance to today’s project managers.

Certificates in Project Management

A Certificate in Project Management is available entirely online. This certificate is designed for people who want a solid foundation in basic project management skills but are not currently pursuing the MSPM. The credits earned for the certificate can be applied toward this 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 holding a bachelor’s degree may enroll in these courses as a Special Student.

- PM 7010 Project Management Techniques I  
- PM 7020 Project Management Techniques II  
- BSAD 5540 Quality Management  
  or  
- BSAD 7540 Advanced Quality Management  

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 may not be applied to the certificate program.

Together, the courses in this certificate address the nine areas of the Project Management Body of Knowledge (PMBOK®) and provide a solid foundation for taking the Project Management Professional (PMP®) Certification Examination. For more information on the Project Management Institute and its PMP Certification Examination, go to http://www.pmi.org and click on Professional Development and Careers, then Certification.

A nine-credit Advanced Certificate in Project Management is available for those who have mastered basic project management techniques and wish to advance their careers by continuing their education. Some courses have prerequisites, which may be waived for certified Project Management Professionals. The certificate is comprised of the following courses:

- PM 7030 Project Risk Management  
- PM 7050 Project Procurement Management  

And choose one of the following three:

- PM 7040 Interpersonal Skills for Project Managers  
  or  
- PM 7060 Advanced Project Management Tools and Techniques  
  or  
- PM 7980 Independent Study in Project Management
Course Descriptions

For admission requirements, registration instructions, course descriptions, tuition rate, and a long-term course rotation schedule, visit our web site at http://www.uwplatt.edu/disted.

ACCOUNTING 7000  3 credits
Managerial Accounting
The interpretation and analysis of accounting information for internal and external decisions. Basic accounting concepts used in financial reporting, project costing, process costing, budgeting, cost-volume-profit analysis, and internal control systems.

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. 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
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 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 (QM). 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
Financial Management
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 Financial Management
Global financial markets emerged in the late 1980s and 1990s. This course explores these new markets with an emphasis on the basics and from the perspective of the financial manager. Four basic topics areas to be covered are foundations of international financial management, world financial markets and institutions, financial management of the multinational firm, and managing the foreign exchange exposure of the firm. 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 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 (formerly BSAD 6110)  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 instructor or department chair.

COMMNCTN 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.
COMMNCN 7330 3 credits
Organizational Communication

Horizontal and vertical communication channels in education, industry, business, and society, as well as leadership, persuasion, rumor theory, and communication networks are examined.

ENGRG 6050 (formerly MATH 6050) 3 credits
Applied Statistics

This course is an on-line 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. P: MATH 2740 with a grade of “C” or better or consent of instructor or department chair.

ENGRG 7810 (formerly MIE 7030) 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 7830 (formerly MIE 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 7850 (formerly MIE 7440) 3 credits
Taguchi Method 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 or department chair.

INDUSTDY 6770 3 credits
Loss Control Safety Management

The role of management involved with principles of organization, implementation, administration, and evaluation of occupational safety programs. Methods of controlling losses caused by all types of incidents are studied. Emphasis is placed on accountability and measuring safety performance at all levels of industry. (Available on campus only.)

INDUSTDY 7050 3 credits
Current Issues in Manufacturing

A study of current issues related to manufacturing management. An overview of the operations of an industrial organization that, when managed properly, lead to effective coordination and control with an emphasis on current trends and issues impacting manufacturing management such as challenges of manufacturing, social issues, economic issues, the global economy, and advancement of technology. (Available on campus only.)

INDUSTDY 7220 3 credits
Issues in Management and Leadership

A course designed to provide a background of experiences relative to leadership effectiveness. The course examines major theories of leadership and demonstrates their potential for managing work performance in organizations. Leadership roles are identified for managing and enabling subordinates in manufacturing of industrial products and services. (Available on campus only.)

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.
PROJMGT 7010  3 credits
Project Management Techniques I
Issues surrounding project scope definition; plan development and execution; sequencing, scheduling, and controlling activities for timely completion of projects; and collection and dissemination of project-related information.

PROJMGT 7020  3 credits
Project Management Techniques II
A sequence of project management topics regarding organizational planning, staff acquisition, and team development; quality planning, assurance and control; risk identification and control; and managing procurement of goods and services from outside the performing organization. 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 instructor or 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.

PROJMGT 7070  3 credits
Managing Multiple Projects
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 & 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 Project Management Techniques I & PROJMGT 7020 Project Management Techniques II.
**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.

**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.

**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 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 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.

**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: PROJMG 7010, PROJMG 7020, BUSADMIN 7540, COMM 7330. If selected, this catalog course replaces the required core course PROJMG 7840 Project Management Capstone. (Contact advisor for prior approval and registration instructions.)

**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. (Available on campus only.)
IV. Other Reference Information
Graduate Faculty

Anderson, Laura J. (1996); Associate Professor, Foreign Languages (French & Spanish), Department of Humanities; Assistant Dean, College of Liberal Arts and Education; B.A., Dana College; M.A., Ph.D., University of Missouri-Columbia.

Anderson, Max L. (1979); Professor, Civil Engineering, Department of Civil and Environmental Engineering; Chair, Department of Civil and Environmental Engineering; B.S., M.A.T., Michigan State University; M.S., Ph.D., University of Michigan. Registered Professional Engineer; Diplomate of the American Academy of Environmental Engineers.

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); Associate Professor, Criminal Justice, Department of Criminal Justice; B.S., M.A., University of Toledo; Ph.D., North Carolina State University.

Barnet, Barbara A. (1999); Associate Professor, Mathematics, Department of Mathematics; B.S., Bradley University; M.S., Ph.D., Iowa State University.

Barraclough, Dominic J. (1999); Associate Professor, Counselor Education, School of Education; 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; B.S., Iowa State University; M.S., North Carolina State University; Ph.D., University of Nebraska-Lincoln.

Bouck, Linda H. (2000); Associate 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.

Branson, Stephanie R. (1990); Professor, English, Department of Humanities; B.A., University of Wisconsin-Madison; M.A., Tufts University; Ph.D., University of Tulsa.

Braun y Harycki, David M. (2000); Associate Professor, Education, School of Education; B.S., University of Wisconsin-Madison; M.S.E., University of Wisconsin-Platteville; D.Ed, University of Nebraska-Lincoln.

Bromley, Patricia L. (1992); Associate 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); Associate Professor, Political Science, Department of Social Sciences; B.A., Southern University, Louisiana; M.A., Ph.D., State University of New York at Binghamton.

Bunte, Alison B. (1994); Associate Professor, Education, School of Education; B.S., Southwest Missouri State University; M.A., University of Missouri-Columbia; Ph.D., Southern Illinois University.

Burns, Teresa M. (1994); Associate Professor, English, Department of Humanities; B.A., M.A., University of Florida; Ph.D., University of Houston.

Butts, Carol Sue (1998); Professor, Education, School of Education; Provost and Vice Chancellor for Academic Affairs; B.S., Minot State University; M.S., Western Oregon University; Ed.D., University of Northern Colorado.

Calcacerra, 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; 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); Associate Professor, English, Department of Humanities; B.A., Arkansas College; M.A., Ph.D., Southern Illinois University.

Clifton, Joseph M. (1984); Professor, Computer Science and Software Engineering, 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.

Coe, Gwendolyn D. (1992); Professor, Education, School of Education; B.S., Pittsburgh State University; M.A., University of Northern Colorado; Ph.D., University of Missouri-Columbia.
Compton, Michael E. (1995); Professor, Agricultural Sciences, School of Agriculture; A.A.S., Danville Area Community College; B.S., M.S., Southern Illinois University; Ph.D., Virginia Polytechnic University.

Cornett, Charles R. (2001); Associate Professor, Chemistry, Department of Chemistry and Engineering Physics; Chair, 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); Associate Professor, Mathematics, Department of Mathematics; B.S., M.A., Mankato State University; M.S., Ph.D., University of Nebraska-Lincoln.

Drefcinski, Shane D. (1997); Associate 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.

Enright, Corinne S. (2000); Assistant Professor, Psychology, Department of Psychology; B.A., M.A., University of British Columbia-Vancouver; Ph.D., University of Western Ontario.

Evensen, Harold T. (1999); Associate 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.

Faymonville, Carmen (1998); Associate Professor, English, Department of Humanities; Chair, Department of Humanities; B.A., Ripon College; M.A., University of Cologne, Germany; Ph.D., Loyola University.

Fidrych, Robert A. (1980); Professor, Business Administration, Department of Business and Accounting; B.A., M.A., University of Connecticut; J.D., Suffolk Law School; LL.M., University of Missouri-Kansas City.

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