On-campus
The School of Graduate Studies
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# Selected E-mail Addresses and Telephone Numbers

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<td>Education/Off Campus MSE Program</td>
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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 back of this catalog. You may apply electronically at 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. A link to the contents of the catalog can be found on the School of Graduate Studies webpage www.uwplatt.edu/gradstudies.

Affirmative Action/Equal Opportunity

www.uwplatt.edu/par/index.html

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 (2300 Ullsvik Hall, 608.342.1776). All inquiries will be treated confidentially.

Accreditation

www.uwplatt.edu/academics/accreditations.html

The University of Wisconsin-Platteville is accredited by:

- American Chemical Society
- Foundry Education Foundation
- The Higher Learning Commission
  312.263.0456 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

www.uwplatt.edu/academics/accreditations.html

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

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

The University of Wisconsin-Platteville is one of 13 publicly supported comprehensive universities in the University of Wisconsin System. Founded in 1866, UW-Platteville (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 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 adequate facilities for a safe and healthful learning environment. The university works with faculty and staff so that they are equipped to educate their students on practices and procedures that ensure health and safety in their institutional areas.

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

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

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

History

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

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

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

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

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

The University Seal and School Colors

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

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

Admission to the School of Graduate Studies

Admission Policies and Procedures

Applying for Admission - Degree Seeking

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

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

There is an application processing fee of $56. If you are completing a paper application for admission, please include a check or money order with your application. If you submit an application online, the application processing fee may be charged to a credit card. Please note that if the application fee is not paid, the application will not be processed.

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

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

International Students

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

- official transcripts translated into English and certified as taken from the original documentation. Official transcripts translated by another agency other than the educational institution where the credits were completed must be evaluated by Educational Credential Evaluators (ECE) www.ece.org. Altered documentation will be considered a perjury and shall cause us to reject the application.
- a notarized “Financial Verification Form/Graduate Student.” This form is available through webpage www.uwplatt.edu/gradstudies/degrees.html.
- an official report from the testing agency of their Test of English as a Foreign Language (TOEFL) score, or their score on the International Language Testing System (IELTS). Students from English speaking countries may not need to provide TOEFL or IELTS 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) or 61 (Internet) on the Test of English as a Foreign Language (TOEFL) is required for all international students. Students taking the International English Language Testing System (IELTS) must achieve a minimum score of 5.5. The students may request a waiver of the TOEFL or IELTS requirement by submitting an acceptable justification for the waiver to the dean of The School of Graduate Studies.

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

Admission Status

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

- **Full Standing** - To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above or 2.90 on the last 60 credits from the degree-granting institution.
- **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 coursework. After a student has completed the minimum (as specified by their program area), the faculty in the program area recommend that the student’s status be changed to full standing, probation, or dismissal. The credits earned while on trial enrollment may be counted toward a degree if approved by the faculty in the program area.

Assignment of Advisor

An advisor will be assigned to each new 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, 106 Brigham Hall, 608.342.1322, e-mail raimer@uwplatt.edu.

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 percent 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 the 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 the University of Wisconsin-Platteville and only courses where the student received a grade of B or higher will be accepted.

Applying for Admission - Non-Degree Seeking

Students not seeking a master's degree who have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) may register as special students. Application and registration as a special student are handled using the three graduate registration forms:

- Graduate registration form
- Graduate background form
- Graduate residency form

These forms are available:

- Online through webpage www.uwplatt.edu/gradstudies/registration.html.
- By contacting the School of Graduate Studies by e-mailing raimer@uwplatt.edu, calling 608.342.1322, or faxing 608.342.1389.

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.

Registration and Course Policies

Criteria for Graduate-Level Coursework

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

Graduate coursework employs instructional methods that require more self-directed learning on the part of the student. Coursework will require extensive use of campus learning resources including the university library, specialized laboratories, and computing facilities. Coursework is more specialized and program-specific, which contributes to the student's career goals and various enhancements leading to certification, licensure and career advancement.

Numbering of Courses

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

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

Grades

Grading System

All credits are recorded as semester hours. Plus/minus grades noted with an asterisk are new grades starting with the fall 2011 semester.

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

* Indicates new grade starting fall 2011.

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

Course Incompletes

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

- An Incomplete given in any course except thesis research 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.
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.

Grade Point Average

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

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

Undergraduate Students Enrolled in Graduate Classes

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

- they do not have an earned bachelor’s degree,
- they are in their last semester as an undergraduate at the University of Wisconsin-Platteville,
- they have applied to graduate,
- they are eligible for admission to the graduate 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: Undergraduate credits cannot be applied toward completion of an undergraduate degree.

The graduate registration form is available online at 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 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 or fail work may be counted toward a master’s degree.

Auditing Courses

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

Independent Study

Students enrolling for independent study may obtain an independent study form and instruction sheet from the School of Graduate Studies Office, 106 Brigham Hall; or online at www.uwplatt.edu/gradstudies/independentstudy.html.

A student may register for more than the maximum number of
independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville. Please check the online graduate catalog (www.uwplatt.edu/academics/catalogs/graduate/current/courses/index.html) to determine the maximum number of credits for an independent study in the subject area.

Full-Time Students

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

Registration

New and reenrolling graduate students may register with the School of Graduate Studies, 106 Brigham Hall, after the class schedule is available. Registration forms and instructions are available online through webpage www.uwplatt.edu/gradstudies/registration.html.

Continuing graduate students register online through the academic tools self-service area (www.uwplatt.edu/oit/development/peoplesoft/ls800/prod_servers.html) as soon as online registration is open for that semester.

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 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 e-mail instructions. The system will e-mail the completed forms to the School of Graduate Studies Office, 106 Brigham Hall, for processing. When the forms are received in the School of Graduate Studies office they will reply to the e-mail 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 eight 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 eight 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 www.uwplatt.edu/oit/development/peoplesoft/ls800/prod_servers.html.

To contact the School of Graduate Studies:

• Call Linda Jamieson at 608.342.1322
• Fax Linda Jamieson: 608.342.1389
• E-mail Linda Jamieson: raimer@uwplatt.edu

Course Changes

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

Dropping Courses

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

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

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

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

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

Tuition and Fee Policies

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

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

Payment Policy

UW-Platteville bills all students for each semester approximately two weeks prior to the beginning of the semester. The billing statements reflect the charges and payments as of the billing date. Check your balance online to get the current balance. If you add classes or change your schedule, check your balance online or contact the Cashier’s Office immediately to get a revised balance. Failure to receive a bill does not excuse students from the payment deadlines and penalties. The initial payment is due approximately four days after the beginning of each semester. To avoid finance charges, accounts must be paid in full by the due date on the initial bill.

A partial payment plan is available for fall and spring semesters to students with a good credit history. (There is no partial payment plan available for summer school and Winterim.) In order to qualify for the partial payment plan a copy of the Installment Credit Agreement form must be on file in the Cashier’s Office. A new Installment Credit Agreement form is required for each semester. Students who have demonstrated a poor payment history may be denied access to the partial payment plan. The partial payment plan consists of an initial payment of 33 1/3 percent of all charges billed on the initial bill, due approximately four days after the beginning of each semester and two additional installments of 33 1/3 percent, 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 percent per month on the unpaid balance (annual percentage rate of 12 percent) 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, a copy of which can be viewed on the Cashier’s Office website. Registration for future semesters will not be permitted unless the account balance is zero. Accounts in default will be forwarded for private collection action. Students will be responsible for all collection costs on amounts not paid when due, including, but not limited to, attorney fees and collection agency fees.

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

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

Late Fee

Students who have not paid at least 33 1/3 percent of their total initial bill by the initial billing due date of the fall and spring semester will be assessed a $30 Late Fee. A $15 late fee will be assessed if 100 percent of the summer 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. All billings will be sent to this new billing address until it is changed.

Refund Policy

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

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

For refund schedules for summer and Winterim terms contact the Cashier’s Office.

Room and board charges for students who voluntarily withdraw from the university may be adjusted in accordance with the room and board contracts. Further information about these contracts is available from the Meal Access Office (608.342.1404) or the Housing Office (608.342.1845).
If a student receives any type of federal financial aid (including Stafford loans and/or PLUS loans) and then withdraws from the university or reduces their credit load, their financial aid eligibility will be re-calculated. A percentage of the aid may be considered unearned and may have to be returned to the funding source. Please contact the Financial Aid Office if you have any questions about this policy 608.342.1836.

Degrees and Programs
Currently, the University of Wisconsin-Platteville offers six graduate degrees:

On-campus
- Master of Science in Computer Science (www.uwplatt.edu/csse/jim-cs.html)
- Master of Science in Education Counselor Education (www.uwplatt.edu/counselored.htm)
- Master of Science in Education (www.uwplatt.edu/mse)
  - Adult Education
  - Elementary Education
  - English Education (China)
  - Middle School Education
  - Secondary Education
  - Vocational-Technical Education

Online
- Master of Science in Criminal Justice - (www.uwplatt.edu/disted/degrees/cj/index.html)
- Master of Science in Engineering - (www.uwplatt.edu/disted/degrees/eng/index.html)
- Master of Science in Project Management - (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 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student’s program planning form.
- A minimum of 50 percent 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 coursework (six credits).
- Students must also successfully complete either a written or an oral examination.
- Graduate students must maintain a 3.00 grade point average.

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

1. Counselor Education
2. Master of Science in Education

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

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

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

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

Candidacy Process

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

Writing Requirement Options

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

A more detailed discussion of three of these options follows.

Thesis

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

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

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 www.uwplatt.edu/library/reference/gradstud.html.

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

- In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor.
- Prepare a seminar paper or educational project proposal. Typically, the proposal includes the following:
  - 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
  - Method of approach, if applicable, including data sources, data gathering methods, and likely analyses
  - 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).

**Graduate Paper Style and Format**

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

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

or any style approved by the major department.

**Additional Credits**

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

**Grade Point Average**

Graduate students must maintain a 3.00 grade point average.

**Examinations**

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

Written Comprehensive Examinations

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

Students must complete the written comprehensive examination form and receive approval from their advisor. The advisor will chair the comprehensive examination committee. If the advisor also provides comprehensive examination questions, only one additional faculty member will need to provide questions. If the advisor does not provide comprehensive examination questions, but only chairs the committee, the student will need two additional faculty members to provide comprehensive examination questions.

Students must contact faculty members before submitting their names to be sure they are willing to provide comprehensive examination questions. The advisors for those students in the computer science program will also set up the examination date and note it on the comprehensive examination form. Students in the 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.
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 percent 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 the University

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 obtained 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 12 graduate credits, the student’s grade point average remains below 3.00, the student will be dismissed.

Time Limitation

Graduate students are allowed seven years from the date of admission into a master’s program to complete degree requirements. Extensions will be granted for unusual health conditions, fulfillment of military obligations, or other extenuating circumstances. Students may petition for an extension, in writing, to their graduate advisor. The graduate advisor will then inform the School of Graduate Studies, in writing, of his or her recommendation. The 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” online at 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 dishonesty, including any of the following or similar examples of false representation of a student’s performance:

- Cheating on an examination.
- Collaborating with others in work to be presented, contrary to the stated rules of the course.
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials.
- Submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another.
- 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 www.uwplatt.edu/university/documents/student_policies/chapter14.html 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
The completed thesis, seminar paper, or educational project should be electronically deposited with the School of Graduate Studies.

Graduation Fee
Before the end of the term in which the degree is to be granted, the student must pay the graduation fee ($25) 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
An official transcript of a student’s educational record may be obtained by submitting a signed request to the Office of the Registrar. The following fees apply (subject to change):

- Normal services (one-two business days): $7 per transcript
- Same day/rush service: $10 per transcript
- Faxed service: $15 per fax number

Fax service includes rush processing of an unofficial transcript delivered to a designated fax number and an official copy of the facsimile sent in the mail. Official transcripts may not be faxed.

Only students may request their transcripts except as prescribed in the Family Educational Rights and Privacy Act.

Further information, including a transcript request form, may be found on the Registrar website at: www.uwplatt.edu/registrar. All outstanding financial obligations must be cleared before transcripts will be issued.

Financial Aid
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 (five 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 online at www.fafsa.ed.gov.

Loans

Federal Subsidized Stafford Loan
Students borrow the money from a private lending institution union. To be eligible, students must show financial need. The loan is interest free as long as student is enrolled at least half time. Repayment at a fixed interest rate (at 6.0 percent for loans disbursed after July 1, 2008) begins six months after a student leaves school or graduates. The maximum amount students may borrow is $8,500 per year.

Unsubsidized Federal Stafford Loan
This loan is not based on need. However, the student must complete the FAFSA. Provisions of this loan are the same as Stafford Loan except the student is responsible for the interest while in school and the interest is a fixed rate at 6.8 percent. The annual loan amounts apply to the total amounts borrowed in both the Stafford and Unsubsidized Stafford. Maximum amount a graduate student may borrow is $12,000 per year.

Federal Perkins Loan
The loan is interest free as long as student is enrolled at least half time at an eligible institution. Repayment of the principal plus 5 percent interest per year begins nine months after the student leaves school or graduates. Loan eligibility is based on need.

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

Federal Work-Study Program
The work-study program allows eligible students to work on-campus to earn money. Work-study jobs are posted in the Financial Aid Office and at www.uwplatt.edu/finaid/employment.html.

Advanced Opportunity Program (AOP) Grant
Students of color and economically disadvantaged students may apply for this grant to assist with payment of college costs. Applicant must be admitted to a degree program, be a Wisconsin resident, and be enrolled for at least five credits from UW-Platteville. Students who are enrolled in online graduate programs are not eligible. To be considered, the Free Application for Federal Student Aid (FAFSA) must be filed and an AOP Grant application which can be obtained at www.uwplatt.edu/gradstudies/AOP_Grant.html.
Other Programs That Do Not Require a Financial Aid Application:

Veterans Benefits

www.uwplatt.edu/registrar/veterans.html

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 coursework. Full-time or part-time assistantships are available. A full graduate assistantship currently pays up to $7,775 per academic year. For out-of-state graduate assistants with full graduate assistantships, out-of-state tuition may be waived and the students will be required to pay resident tuition only. Selection will be based primarily upon overall undergraduate scholastic achievement and potential for future professional growth.

Complete the graduate assistantship application form and return the completed form to the School of Graduate Studies Office, 106 Brigham Hall. The graduate assistantship application form is available for printing from webpage www.uwplatt.edu/gradstudies/files/G_Assistantship_Application_Revised.pdf. Only students who have been admitted to a graduate program and are carrying eight credits or more are eligible for assistantships. Students enrolled as “special” are ineligible.

Please note that final appointment to a graduate assistantship is contingent on a criminal history background check. We need your consent to conduct a criminal history background check. At the time you are offered a graduate assistantship, you will be requested to complete and return a consent form. A form will be provided at that time. The consent form may also be printed off from webpage www.uwplatt.edu/pers/doc/CriminalHistoryBkgChk.pdf. Failure to return the consent form by the date indicated will result in the assistantship being offered to another individual.

A completed application for graduate assistantship must be received in our office by April 1 of the academic year you are applying for – example: fall 2010 and spring 2011 comprise the academic year of 2010-2011.

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 coursework to meet certification or degree requirements. Class sessions may be delivered through a mixed media approach. Computer-based instruction on CD or online, and interactive video delivery may be used to enhance access for students living and working at a distance from campus.

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

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

Information Services

Elton S. Karrmann Library

(www.uwplatt.edu/library/)

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

The library’s webpage provides access to its catalogue, numerous electronic resources and other research tools. It can be accessed either in the library or remotely from computer labs, residence hall, offices or homes. Reference service is available on the main floor of the library, by telephone 608.342.1668, toll free 1.888.450.4632 or e-mail: “Ask a Librarian!” (www.uwplatt.edu/library/askalibrarian.html) from the library’s home page.
To facilitate use, the library contains several computer labs, reading rooms, individual carrels, and handicap facilities. All of these resources, along with a helpful and friendly staff, reflect the library’s commitment to support individual study and research.

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

**Distance Education Support:** The Karrmann Library provides information resources support to distance learning faculty and students. Consult the Distance Learning Center website. ([www.uwplatt.edu/library/destudents.html](http://www.uwplatt.edu/library/destudents.html))

**Special Collections**

**Instructional Material Laboratory:** Located in 136 Doudna Hall, ([www.uwplatt.edu/library/iml/](http://www.uwplatt.edu/library/iml/)), telephone 608.342.1757, the IML is a curriculum library that supports the School of Education with materials that facilitate Pre K-Twelfth Grade education. Its resources include books, audiovisual materials, and three-dimensional toys. Its collection also contains selective resources that assist the teaching profession.

**Southwest Wisconsin Room:** Located on the Ground Floor of Ullsvik Hall, ([www.uwplatt.edu/library/wwis/](http://www.uwplatt.edu/library/wwis/)), e-mail: swwis@uwplatt.edu, telephone 608.342.1719, this resource contains UWP’s archives, the Wisconsin Historical Society’s Area Research Center, and a reading room. Its collections consist of books as well as extensive manuscript and iconographic primary source materials that pertain to the history of UWP, Southwest Wisconsin, and genealogy.

**Information Technology** ([www.uwplatt.edu/oit/](http://www.uwplatt.edu/oit/))

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.

**Campus Wide Servers:** OIT operates VMS, NetWare, NT, and LINIX 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. The possibilities for distance learning and worldwide communication are being realized. ResNet, a division of Student Housing, provides support for residence hall network access.

**Internet Access:** Each student receives a computer account with username (NetID) and password that provides full electronic mail capability and access to UWP computer labs. Students may access the Internet in any lab, 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** ([www.uwplatt.edu/ltc/](http://www.uwplatt.edu/ltc/))

The Learning Technology Center (LTC), located on the fourth floor of Karrmann Library, 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 Media Technology 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, working closely with staff from the Karrmann Library and Office of Information Technology, offers training and instruction throughout the year. Training is free and covers a full range of topics, including e-mail, word processing, spreadsheets, information resources, Internet, course management systems, operating systems and multimedia utilization. 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. Customized orientations of the library and/or library collections for the campus community and the public are available upon request.

**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.
Media Technology Services (www.uwplatt.edu/tvservices/)

Media Technology Services (MTS), located on eighth floor of Pioneer Tower, provides a variety of services to faculty, staff, and students to support academic programs and projects. The areas of service include the following:

Video and Audio Production: MTS offers a variety of production services such as lecture taping, video tape editing, mirror learning taping, audio and video tape duplication and audio recording.

Technology Enhanced Classrooms: MTS plans, installs, and maintains all technology enhanced classrooms. If you have questions about adding technology to a classroom or would like training on the use of a technology enhanced classroom please call 608.342.1628.

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

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

Distance Education: The university has three facilities with the capability to transmit or receive video from a variety of sources using various technologies. These technologies include cable television (TV-5 and Cable 14), BadgetNet Converged Network (BCN) using full motion video. For more information concerning these technologies please call 608.342.6047 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, incoming students and continuing residence hall students who submitted applications according to that process are able to live in the residence halls until space is no longer available. However, if space allows, the Student Housing Office will accept applications from graduate students.

There are nine traditional style residence halls with double occupancy rooms. A suite/apartment style residence hall provides four bedrooms, two bathrooms, a kitchenette, and living room within each suite. Graduate students who live in residence halls or suites are not required to participate in a meal program unless it is their personal choice to do so.

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

When submitting an application for residence hall accommodations, the student must make a rental prepayment. Summer session accommodations do not require a prepayment and rental fees will be charged to the student’s account. For specific information regarding housing and housing rates, contact Student Housing, Royce Hall, 806.864.7647 (toll free) or e-mail us at housing@uwplatt.edu.

Dining Services

A variety of meal plans are available during the academic year. Students may choose from a block plan or a traditional plan. Block plans currently available are 200, 175, 150, 110, or 90 meals per semester. Block plans include $100 or $125 in Dining Dollars and offer great flexibility in meal purchases and meal times. Traditional plans include 19, 15, or 14 and are limited to one meal purchase per meal period (breakfast, brunch, lunch or dinner). Commuter plans are also available to provide maximum flexibility to students eating 75 or less meals on-campus each semester. 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 and also accept Pioneer Points.

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: 608.342.1404. E-mail: 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 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 a.m. to 7 p.m., Monday through Thursday, the first week of classes. (If a Monday holiday occurs the first week of classes, the Textbook Center will be open the following Monday, 8 a.m. to 7 p.m.) During finals week, the Textbook Center is open 8 a.m. to 9:15 p.m. the first four days and 8 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 and emergencies, health and wellness promotion, and opportunities for students to participate actively in their own health care. Most health care services are available at no charge to all UW-Platteville students who carry three or more credits per semester. Students are responsible for those expenses incurred outside the Student Health Services (such as consultations with private physicians, referrals for specialty care if needed, x-rays, prescribed medications, and some laboratory work). A directory of medical services provided on-campus and in the community is available at the Student Health Services office. Physicians, nurse practitioners, and registered nurses provide care to students.

Student Health Services, which is located on the second floor of Royce Hall, is open Monday through Friday from 7:00 a.m. to 5:00 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 and company CDs to help prepare for one’s job search and interviews. We publish an Annual New Graduate Employment Report, which includes salary surveys and hiring information on recent University of Wisconsin-Platteville graduates.

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 professional dinner etiquette event. Students also receive individual, one-on-one assistance with résumé and cover letter development.

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

Offices are located in Ullsvik Hall, Room 0200; 608.342.1183. We invite and encourage all students to utilize our services and visit our website www.uwplatt.edu/careercenter.

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

The center serves university students, faculty, staff and community members. A reduced fee is charged to student parents. To be eligible for the student rate, a parent must be registered for at least six credits as an undergraduate student. Graduate students must carry a minimum of five credits. If a student is registered for less than the minimum credit load, fees are charged at the faculty/staff/community rate. To request enrollment forms or for further information, call 608.342.1260.
Counseling Services
Professional counselors provide free, confidential personal and academic counseling to students. Services are directed toward helping students develop competence and confidence, manage emotions, enhance relationships, make decisions, and improve coping skills as they strive to meet their educational goals and achieve personal growth. Areas of assistance cover emotional/social concerns, career assessment and decision-making, study skill development, stress management, and related issues. Tests and inventories are also available to facilitate the process. The GRE Subject Tests are administered each November through the UCS Academic Testing Program. Counseling Services is located on the second floor of Royce Hall. Call 608.342.1865 for more information, or explore their home page at 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
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 133 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 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. Students with disabilities must provide documentation and make their requests for accommodations to the Services for Students with Disabilities Office as early as possible to begin the process of obtaining accommodations.

Services for Students with Disabilities is located at 103 Warner Hall, 608.342.1818 (voice and TTY). Website: www.uwplatt.edu/disability/.

Women’s Center
Located in 136 Warner 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 www.uwplatt.edu/womensctr or e-mail womensctr@uwplatt.edu.
II. On-campus Programs

Master of Science in Computer Science
Department of Computer Science and Software Engineering

Program Coordinator: Rob Hasker
Office: 212 Ullrich
Phone: 608.342.1401
E-mail: hasker@uwplatt.edu
Professor: Joe Clifton, Rob Hasker, Mike Rowe, Qi Yang
Assistant Professors: Lisa Landgraf

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

Program Objectives
Graduates will:

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

Student Learning Outcomes
Graduates will achieve the following learning outcomes:

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

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

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

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

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

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

Applicants from other fields may be required to take undergraduate courses to address deficiencies. Substantial industry experience may be accepted in lieu of coursework in the above areas on a case-by-case basis.

In addition, students must meet the other admission requirements for all master's programs at UW-Platteville. Enrollment will be limited by the number of positions available at the participating institutions.
Curriculum
The requirements for the curriculum fit into five categories: foundations, electives, project work, culture and language, and writing. The writing requirement consists of either a thesis or a seminar paper; this choice affects the number of credits to be taken in the other categories. The total number of required credits for both options is 30. In addition, students must satisfy requirements for coursework involving significant global content and graduate school requirements for the number of credits at the 7000 level and above.

Other than the courses covering language, all courses are taught in English. There is no requirement that students know another language to enter the program.

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

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

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

- Formal Methods in Computer Science
- Algorithms and Complexity
- Advanced Database Systems and Data Mining
- Object-Oriented Analysis and Design (offered at UWP as COMPUTER 5430)
- Natural Language Systems
- Robotics
- Simulation (offered at UWP as COMPUTER 7430)
- Parallel Computing
- Computer Graphics (offered at UWP as COMPUTER 5920)
- Artificial Intelligence (offered at UWP as COMPUTER 5030)
- Compiler Construction (offered at UWP as COMPUTER 7630)
- Computer Security (offered at UWP as COMPUTER 7460)

Group B, applied courses:

- Design Patterns
- Grid and Distributed Computing (*)
- Enterprise Computing (*)

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

- Economics 6330: International Economics (*)
- Engineering 5030: Linear Algebra
- Engineering 6050: Applied Statistics
- Project Management 7010: Project Management Techniques I

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

Culture and Language
All students must take courses relating to the culture and/or language of the abroad institution. This coursework can take many forms. GERMAN 5000 (Foreign Languages Travel Abroad Seminar) counts towards this requirement; other courses can be taken upon approval by the department chair or program coordinator. All credits in this category apply towards the significant global content requirement.

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

In addition to other graduate school and program requirements, the research paper or thesis must include significant global content. The seminar and thesis credits count towards the total requirement for global content.
Credit Requirements
The following table gives the requirements for each category depending on whether the student takes the thesis option or the seminar paper option.

<table>
<thead>
<tr>
<th>Option</th>
<th>Thesis</th>
<th>Seminar Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Foundations</td>
<td>15 or more credits, with at least 6 credits from Group A and 3 credits from Group B; at least 6 credits must be earned abroad</td>
<td>15 or more credits, with at least 9 credits from Group A and 3 credits from Group B; at least 6 credits must be earned abroad</td>
</tr>
<tr>
<td>Electives</td>
<td>0 credits</td>
<td>0 to 3 credits</td>
</tr>
<tr>
<td>Project</td>
<td>4 to 5 credits with at least 2 credits at UW-Platteville and 2 credits at an abroad institution</td>
<td></td>
</tr>
<tr>
<td>Culture/Lang./Intl. Studies</td>
<td>2 to 4 credits, with at least 1 credit at an abroad institution</td>
<td></td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>6 credits of COMPUTER 7990 - Thesis Research; at least 15 credits from courses with significant global content</td>
<td>3 credits of COMPUTER 7920 - Seminar Paper Research; at least 15 credits from courses with significant global content</td>
</tr>
</tbody>
</table>

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/SOFTWARE 2630 and MATH 2730.

COMPUTER 5430 3 credits

Object-Oriented Analysis and Design
Requirements engineering, analysis, and specification using the object-oriented paradigm. Object-oriented architectural and detailed design. Use of an OOA&D modeling language such as UML. Investigation of OOA&D patterns. Moderate size, group project. P: SOFTWARE 2730 and COMPUTER/SOFTWARE 2430. 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. P: COMPUTER/SOFTWARE 2630 and SOFTWARE 2730.
COMPUTER 5860 3 credits  
**Software Maintenance and Reengineering**

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

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/SOFTWARE 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 or COMPUTER 3230).

COMPUTER 6830 1-3 credits  
**Special Topics in Computer Science**

The subject matter and instructor for each instance of this class will be listed in the class schedule. Students should check with the instructor for details.

COMPUTER 7120 2 credits  
**Software Project I**

Participation in a semester-long software development group project at the student’s home university. 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 2630 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 7920 1-3 credits  
**Seminar Paper Research**

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

COMPUTER 7980 1-4 credits  
**Independent Study in Computer Science**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the 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

www.uwplatt.edu/CounselorEd

College of Liberal Arts and Education

School of Education
Program Coordinator: Dr. Kimberly TUESCHER
E-mail: tueschek@uwplatt.edu
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Fax: 608.342.1756
Professors: Dominic Barracough, Kimberly TUESCHER
Assistant Professors: Steven Benish, Jovan Hernandez

Statement of Purpose

The University of Wisconsin-Platteville Counselor Education Program, located in Southwest Wisconsin and serving the tri-state region, provides the opportunity for graduate study in school counseling, community counseling, and higher education/student services and affairs.

Graduate study in the program is designed to help the student develop his/her unique potential as a professional. The faculty works to identify and enhance the knowledge and skills needed for professional licensure. The faculty also emphasizes providing a structure and environment that facilitate students’ growth in their ability to think critically, reflect with personal insight, and integrate feelings and thoughts. The goal is to assist students in their development of a 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), the North Central Association (NCA), and is an approved program for school counselor certification by the Wisconsin Department of Public Instruction (WDPI).

Students initially admitted into the program work toward a Master of Science in Education (M.S.E.) degree. All students begin the
program in the academic track, which consists of a core set of courses. While in the academic track, students take a number of courses in common including the core courses, research and writing course, and electives. Students who gain clinical approval may take courses in the clinical tracks. The three clinical tracks are school counseling, community counseling, and Higher Education. The school track prepares students to be certified and eligible for a school counselor license (PK-12). The community track prepares students to work in human services settings. The Higher Education track prepares students for roles within the college and university setting.

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

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

Core courses
- 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
- COUNSLED 7240 Adult Developmental Psychology
- COUNSLED 7230 Family and Couples Counseling
- COUNSLED 7190 Multicultural Counseling and Education

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 School

Community Counselors
- COUNSLED 7150 Community Counseling
- 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

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

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

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

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

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

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

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

Admission to Candidacy
The Graduate Council requires that each student seek admission to candidacy after nine credits and before the end of the following semester. Candidacy is the departmental approval that allows a student to pursue a master's degree. The application for admission to candidacy can be obtained from the Counselor Education Program office. To apply for admission to candidacy, the student must provide the following:

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

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

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

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

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

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

- Write a seminar paper for two credits.
- Write a thesis for three or four credits.
- Complete six 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.

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

Counselor Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUNSLED 6250</td>
<td>3 credits</td>
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<tr>
<td><strong>Group Counseling</strong></td>
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<tr>
<td>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.</td>
<td></td>
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<tr>
<td>COUNSLED 6600</td>
<td>3 credits</td>
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<tr>
<td><strong>Measurement for Counselors and Educators</strong></td>
<td></td>
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<tr>
<td>This course is designed to study assessment instruments and procedures in areas of interest including; attitude, intelligence,</td>
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and personality. There is also discussion focusing on the theoretical foundations upon which such procedures and devices are founded.

COUNSLED 6630  3 credits
Introduction to Professional Counseling

This course is an exploration of the historical, psychological, sociological, and philosophical foundations of the helping professions. Students explore basic theories, concepts, research, and skills associated with school and community counseling, as well as various roles and responsibilities assumed by the professional counselor. Emphasis is on important legal, professional, and ethical issues.

COUNSLED 6930  1-3 credits
Seminar in Educational Issues

An in-depth study of a current issue, idea, or topic of interest to professional educators.

COUNSLED 7010  3 credits
Counseling in the School

Clinical requirement for Practica in School Counseling. Study of the essential elements in a school counseling program including the early identification of problems, individual and group counseling, classroom activities, preparation for education and work, consultation with parents, use of community and community counseling resources, and research concerning children and adolescent issues. Students will also demonstrate knowledge of ethical and legal issues involved when counseling children and adolescents.

COUNSLED 7020  3 credits
Individual Counseling Techniques

Focuses on the fundamental conversational skills used by counselors. Coursework is dominated by practice in the use of techniques that optimize listening and responding to client concerns. Students prepare audio-taped interviews with typescripts for review and critique.

COUNSLED 7050  1-3 credits
Practicum I

Clinical approval is required. Recommended to be taken concurrently with a corresponding track course. The student must accrue 75 hours in the school track and 150 hours in the community and higher education track of observational experience in the appropriate setting. For the school track, students will only go to school sites with a practicing certified counselor. Approval of the proposed site will be based on the Wisconsin Department of Public Instruction guidelines and limited to available Counselor Education Program resources. Community and Higher Ed. Track students should choose practicum experiences consistent with their occupational goals. No more than 3 credits may be applied toward the master’s degree. Prerequisites: Practicum I applicants must have passed candidacy and clinical, and completed all program core requirements.

COUNSLED 7060  3-12 credits
Practicum II

Clinical approval required. The student must accrue at least 555 hours in the school track and 256 hours of counseling-related experiences in the Community and Higher Ed. Tracks. Students must apply for Practicum II one semester prior to the semester in which they will be starting their practicum. The student must secure a practicum application form from the Counselor Education program assistant, complete the application with the approval of the appropriate supervisor, and return the form to the program assistant. Students who pursue school certification may propose a school (elementary, middle/junior high, or secondary) in which a practicing certified counselor will act as the on-site supervisor. The approval of the proposed setting will be based on Wisconsin Department of Public Instruction guidelines and available Counselor Education Program resources. Students in community counseling must propose an agency or college office that will provide appropriate supervision and experience. Prerequisites: The practicum applicant must have 1) been admitted to candidacy, 2) completed all required courses, 3) obtained departmental approval for clinical, and 4) successfully completed Practicum I.

COUNSLED 7070  3 credits
Counseling Theories

An introductory course designed to examine the philosophical bases, processes, and issues surrounding predominant counseling theories and techniques.

COUNSLED 7080  3 credits
Career Counseling

This core course is designed to prepare students for counseling in the area of career and life planning. Focus will be on increasing students’ knowledge of career development theories, career assessment instruments, career resources, and job search strategies. Career and life planning will be conceptualized from a holistic perspective; thus theories and skills will be integrated into personal counseling process and placed in social, familial, cultural, and developmental contexts.

COUNSLED 7110  1-3 credits
Topical Seminar in Counseling

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.

COUNSLED 7130  3 credits
At Risk Youth

At risk youth present many challenges to society, families,
and the educational system. Further, the issues that put youth at risk interfere with the ability to be successful in many areas of their lives. Consequently, in many cases, they find themselves “in trouble” with the law. This course is intended to assist the educator, counselor, and/or police officer in understanding the factors that put a child at risk, as well as presenting a model of intervention and remediation to decrease and/or eliminate the risk. Practical strategies will be discussed.

COUNSLED 7140 3 credits
**Student Services in Higher Education**

Clinical requirement for Practica in Student Services. This course is an orientation to College Student Personnel. Students will become familiar with the higher education system and the counseling needs within it. Focus for this course will be practical application and discussion of topics relevant to the College Student personnel Counselor.

COUNSLED 7150 3 credits
**Community Counseling**

Clinical requirement for Practica in Community Counseling. An orientation to community agencies and their counseling programs; organizations, administration, accountability systems, types of services, and training requirements will be studied. The community counseling track prepares license eligible graduates in professional counseling, and the department is an Approved Program by the Professional Counselor Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board.

COUNSLED 7190 3 credits
**Multicultural Counseling and Education**

(Being developed and approved – plans are to first offer this course summer 2011.) This graduate course is intended to help students further their Multicultural Counseling Competencies as defined by the American Counseling Association in the context of clinically working with clients as well as with students in a variety of settings. The first half of the semester focuses on the influence given to counselors and educators, the development of racial/ethnic identity of all people, microaggressions, and the implementation of culturally appropriate counseling/educating practices. The second half of the semester focuses on different racial/ethnic groups as well as on women’s psychological development, LGBTQ issues, and working with the elderly.

COUNSLED 7200 3 credits
**Diagnosis, Assessment and Treatment of Psychopathology**

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

COUNSLED 7230 3 credits
**Family and Couples Counseling**

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

COUNSLED 7240 3 credits
**Adult Developmental Psychology**

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

COUNSLED 7650 3 credits
**Research Procedures for Professional Counselors**

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

COUNSLED 7920 2 credits
**Seminar Paper Research**

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

COUNSLED 7980 1-3 credits
**Independent Study in Counselor Education**

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.

COUNSLED 7990 3-4 credits
**Thesis Research**

Three graduate faculty members serve on the student’s thesis committee and must have signed a thesis proposal in order for the student to register for Thesis Research.
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;
- MSE in Adult Education
- English Language Learners leading to licensure.

Student Learning Outcomes
Graduates will:

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

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.

Writing Proficiency
All degree candidates seeking a degree must demonstrate research and writing proficiency. This is achieved by completing 33 credits of approved graduate coursework that includes a thesis, seminar paper, or educational project.
Coursework
All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.

Core Courses
All programs must include the following core courses. Some licensure programs may substitute core courses from within their area, with graduate faculty approval. See the advisor in each area for specific core courses needed.

TCHG 7070 Developmentally Appropriate Practice-The Learners 3 credits
In this course students and professors develop course units, in the context of the cohort, individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include:

- Theories of Cognition
- Brain Development
- Characteristics of Learners
- Critical Thinking

TCHG 7080 Developmentally Appropriate Practice-Teaching Methods 3 credits
In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include:

- Dimensions of Literacy
- Integrated Curriculum
- Teaching Strategies
- Assessment, Diagnosis & Evaluation
- Instructional Content & Practice

Tchg 7170 Professional Development 3 credits
In this course students and professors develop professional development plans, in the context of the cohort individual and district needs, as well as the professional development concepts that are central to the course. The concepts for this course include:

- Technology
- Professional Self-Assessment
- Reflection
- Application of Research of Professional Practices
- Best Practices
- Professional Networking
- Community Outreach
- Professional Development Plans
- Life Long Learning
- Planning & Managing the Teacher & Learning Environment
- Professional & Ethical Practices

Tchg 7180 School and Community Culture 3 credits
This course will explore the teacher's role in the Culture of the School and Community. Some of the issues include:

- Addressing Diverse Populations
- School and Community Culture and Resources
- Philosophical, Historical, Legal, and Social Science Perspectives of Education (Including Special Education)
- Working with Families
- Managing Student Behavior & Social Skills/Interactions
- Communication & Collaborative Partnerships

Tchg 7190 Educational Leadership and Mentoring 3 credits
This course is designed to improve teachers' skills in the process of mentoring beginning teachers and collaborating with veteran teachers. Mentoring is defined as the professional practice that provides support, assistance, and guidance to new teachers to promote their professional growth and success. Collaborating is developing collegial peer coaching relationships designed to enhance professional efficacy. Course topics include:

- Understanding Value Added Leadership in Education
- Practicing Ethics of Education
- Reflection
- Impact of Student Learning Through Professional Development Efforts
- Mentoring (Particularly as it Relates to PI-34)

Teaching 7290-Symposium on Reflection and Critical Thinking 3 credits
This course serves as a capstone experience for graduate students in the MSE program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to: develop and discuss readings as well as the process of reflection to application; discuss the application of their graduate coursework in their classrooms; the use of reflection with their students; and to explore self-actualization as a product of reflection.

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

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

Coursework
All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student’s program planning form. NOTE: For students admitted between July 1, 2004 and June 30, 2006, the minimum number of 7000 level credits remains at eighteen.

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

Course scheduling
The School of Education offers classes on Fridays and Saturdays throughout the year. Typically two three-credit classes are scheduled for fall and spring semesters, and one three-credit class for the summer session. Generally classes meet on four weekends (Fridays from 6-9:30 p.m. and Saturdays from 9 a.m.-4:30 p.m.), thus allowing students to take six credits in both fall and spring semesters, and three 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 one-four credits during any of the semesters (up to a total of eight credits). The core coursework of this program is similar to the on-campus version.

Typical course offerings include the following:

- COUNSELD 6250 Group Counseling
- COUNSELD 6630 Introduction to Professional Counseling
- CRIMLJUS 6630 Current Topics in Criminal Justice: Interviewing
- CRIMLJUS 6830 Psychopharmacology for AODA Counselors
- PSYCHLGY 7010 Assessment and Diagnosis of Psychopathology
- TEACHING 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 and must pass state examinations.

For more information, call the School of Education toll free at 1.800.208.7041.
Program Plan - M.S.E.  
Teaching: English Education (China)

The Master of Science in Education program with an emphasis in English Education provides graduate students in China with the knowledge, skills, and abilities to teach English as a second language effectively and at a level 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 10, three-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 7670 Methods of Teaching English as a Second Language (TESL)
8. ENGLISH 7260 Sociolinguistics and Language Teaching
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 24 graduate credits offered on Saturdays and during the summers over a two-year period. It is based on a cohort model consisting of a maximum of 25 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 nine credits of approved courses before, during, or after the Educational Administration Certification program.

The required courses in the Educational Administration Certification program are:

- TEACHING 7340 Educational Administration Introduction Seminar
- TEACHING 7350 Educational Administration Relationships
- TEACHING 7360 Educational Administration Student Learning
- TEACHING 7370 Educational Administration Systems I
- TEACHING 7380 Educational Administration Legal Aspects
- TEACHING 7390 Educational Administration Systems II

Program Plan - Special Education Cross-Categorical Certification Program
The Special Education Cross-Categorical Teacher Licensure Program provides advanced study to licensed teachers that leads to Cross-Categorical Teaching License #801. Students develop an Admission Portfolio during their first required course, TEACHING 7610, and add to this Portfolio as they complete all other courses required for licensure. A Licensure Portfolio is submitted at the end of the Practicum. The Cross-Categorical endorsement matches the grade levels of the regular teaching license. Those who desire to expand the endorsement to include additional grade levels must have taught at least two years at that additional level and have completed COUNSLED (Counselor Education) 7090: Advanced Developmental Psychology.
Courses in the Special Education Cross-Categorical Teacher Licensure Program:

- COUNSLED 6600 Measurement for Counselors and Educators
- TEACHING 6030 Management of Students with Disabilities (CWD)
- 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: Legal & Theoretical Foundations
- TEACHING 7630 Instructional Content and Practice
- TEACHING 7640 Ethical Practices in Teaching Children with Disabilities
- TEACHING 7960 Cross-Categorical Special Education Practicum

Program Plan - English Language Learner Teacher Licensure Program

The English Language Learner Teacher Licensure Program provides advanced study to licensed teachers that leads to ESL Teaching License #395. Students complete required coursework and submit a Licensure Portfolio upon completion of the program. The ESL endorsement matches the grade levels of the regular teaching license. Those who desire to expand the endorsement to include additional grade levels must have taught at least two years at that additional level and have completed COUNSLED (Counselor Education) 7090: Advanced Developmental Psychology.

Courses in the ELL Teacher Licensure Program:

**TCHG 6310 – Practicum**

Prerequisite: Issues in ELL Education, Second Language Acquisition in K-12, Classrooms, Methods and Assessment of Teaching ELLs. This course is designed for students who successfully completed the courses Issues in ELL Education, Second Language Acquisition Theories and Methods and Assessment in Teaching English Language Learners. It provides opportunities for teachers to reflect on their practice in light of theories of SLA and ELL teaching methods and assessment. The course provides for teachers a platform to critically evaluate their teachings skills and make improvement justified by current research literature. Throughout the practicum, students deepen their understanding in the ELL/SLA field by reading and researching English language learners-related professional articles. **Targets standards 1 and 3.**

**TCHG 7000 – Research Procedures (for ELL Teachers)**

Students learn how action research focuses efforts to improve the quality of schools and how to design and conduct action research. Student learning will be measured in two ways – an ELL Professional Development Plan (PDP) and two teaching modules that will be put through the action research process. The PDP will include the following: description of the school and teaching; pupil services situation; description of the goals to be addressed, rationale for goals and link to self-reflection; educational situation and standards; plan for assessing and documenting goals; and plan to meet the goals – objectives, activities, timeline, and collaboration. The teaching modules will be developed and implemented the school year following Action Research and student achievement data collected around the modules will be shared the following summer during the Professional Development Plan Forum. **Targets standards 3 and 5.**

**TCHG 7650 - Issues in ELL Education**

This course addresses the social, political, and cultural context in which language learning takes place and examines those issues that are relevant in language acquisition. Themes, such as immigration and diversity in the United States, language policies, history of bilingual education, English-only movement, English language learners and disability will be analyzed in this course. **Targets standards 1, 2, and 4.**

**TCHG 7660 – Methods and Assessment of Teaching English Language Learners**

This course is designed to examine methods and assessment of teaching English language learners. The course stresses a comprehensive understanding of the history of first and second language teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches in the teaching English language learners. Practical pedagogical principles of teaching English to speakers of other languages with regard to language skills, language system, and related assessment and cultural implications are included. **Targets standard 3.**
TCHG 7670 - Second Language Acquisition in K-12 Classrooms

This course examines theories of second language acquisition, and practical application of theories to second language teaching and learning. The course provides a comprehensive interdisciplinary survey of theory and practice through the application of research in linguistics, psychology, education, and sociology into second language acquisition. Targets standard 1.

TCHG 7680 – Intercultural Communication for Teachers of English Language Learners

In this course, we will examine the impact that culture has on verbal and nonverbal communication. Participants will consider the nature of cultural patterns. They will learn to better interpret the behaviors they observe in their classrooms and in the public schools in general. The overall goal of the course is for participants to become competent in their intercultural interactions with students, parents, and colleagues in the K-12 setting. Targets standards 2 and 4.

TCHG 7690 – Linguistics for Teachers of English Language Learners

This course is designed to introduce the nature of language, examines the language systems, and how meaning is structured. In particular, the course will focus on the core areas of linguistics including phonetics (the study of speech sounds), phonology (the sound system of languages), morphology (the internal structure of words), syntax (the sentence structure), and semantics (the study of word and sentence meanings). Students in this course will relate this information to the education of ELLs and learn ways through which linguistics can inform their own teaching. Targets standard 1.

TCHG 7700 – Field Experience in Cultural Diversity

This course provides the opportunity for students to gain in-depth first-hand knowledge of the cultural background of English language learners. Particular attention will be given to techniques that encourage and secure parental involvement. Positive effects of special programs for ELLs will also be emphasized in this course. Targets standards 2, 3 and 4.

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 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

Introduction to Inclusion

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

TEACHING 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 the 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; micro-computer applications and the operation of equipment.

TEACHING 6030  1-3 credits
Management for Children with Disabilities (CWD)

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 of course 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 Children with Disabilities (CWD)

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 preschool. 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 6310  3 credits**

Practicum

This course is designed for students who successfully completed the courses Issues in ELL Education, Second Language Acquisition Theories, and Methods and Assessment of Teaching English Language Learners. It provides opportunities for teachers to reflect on their practice in light of theories of SLA and ELL teaching methods and assessment. The course provides for teachers a platform to critically evaluate their teaching skills and make improvement justified by current research literature. Throughout the practicum, students deepen their understanding in the ELL/SLA field by reading and researching English language learners-related professional articles. P: students have to be Wisconsin residents and hold a Wisconsin teaching license. TEACHING 7650, 7660 and 7670.

**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 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 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 6670  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 consultations 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 PHILSHPY 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 7070  3 credits
Developmentally Appropriate Practice-The Learners
In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include theories of cognition, brain development, characteristics of learners, critical thinking.

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

TEACHING 7130  3 credits
Improving Instructional Effectiveness
Connects principles of learning to teaching practices; demonstrates how theory can become practice; considers models of teaching that promote developmentally appropriate teaching and reflective thinking; characterizes teaching as a process of conscious decision making; helps teachers become more effective 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 7170  3 credits
Professional Development

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

TEACHING 7180  3 credits
School and Community Culture

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

TEACHING 7190  3 credits
Educational Leadership and Mentoring

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

TEACHING 7210  3 credits
Reading at the Elementary and Middle Schools

Considers problems arising in a well-rounded reading program, development of basic reading abilities and skills, improvement of attitudes and tastes, adjusting materials and methods to individual needs.

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 7260  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 7270  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 7280  3 credits
Program in Reading
TEACHING 7290  3 credits  
**Symposium on Reflection and Critical Thinking**  
This course serves as a capstone experience for graduate students in the M.S.E. program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to: develop and discuss readings as well as the process of reflection to application; discuss the application of their graduate coursework in their classrooms; the use of reflection with their students; and to explore self-actualization as a product of reflection.

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 judgement, school culture, diversity issues, and leadership and management styles. P: TEACHING 7340, TEACHING 7360.

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 interest. 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: Legal and Theoretical Foundations**  
Participants will develop a working knowledge of law (e.g., IDEA 1997) as it relates to the rights and responsibilities of students, staff, and families. Participants will also incorporate knowledge of historical foundations, service delivery models, philosophies, and cultural diversity into the general and/or special education classroom.
TEACHING 7630 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 7650 3 credits
Issues in ELL Education

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

TEACHING 7660 3 credits
Methods and Assessment of Teaching English Language Learners

This course is designed to examine methods and assessment of teaching English language learners. The course stresses a comprehensive understanding of the history of first and second language teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches in the teaching English language learners. Practical pedagogical principles of teaching English to speakers of other languages with regard to language skills, language system, and related assessment and cultural implications are included. P: students have to hold a teaching license.

TEACHING 7670 3 credits
Second Language Acquisition in K-12 Classrooms

This course examines theories of second language acquisition, and practical application of theories to second language teaching and learning. The course provides a comprehensive interdisciplinary survey of theory and practice through the application of research in linguistics, psychology, education, and sociology into second language acquisition. P: students have to hold a teaching license.

TEACHING 7680 3 credits
Intercultural Communication for Teachers of English Language Learners

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

TEACHING 7690 3 credits
Linguistics for Teachers of English Language Learners

This course is designed to introduce the nature of language, examines the language systems, and how meaning is structured. In particular, the course will focus on the core areas of linguistics including phonetics (the study of speech sounds), phonology (the sound system of languages), morphology (the internal structure of words), syntax (the sentence structure), and semantics (the study of word and sentence meanings). Students in this course will relate this information to the education of ELLs and learn ways through which linguistics can inform their own teaching.

TEACHING 7700 3 credits
Field Experience in Cultural Diversity

This course provides the opportunity for students to gain in-depth firsthand knowledge of the cultural background of English language learners. Particular attention will be given to techniques that encourage and secure parental involvement. Positive effects of special programs for ELLs will also be emphasized in this course. P: students have to be Wisconsin residents and hold a Wisconsin teaching license.

TEACHING 7710 3 credits
Bilingual and Bicultural Education

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

TEACHING 7830 3 credits
Seminar Paper or Educational Project
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/or CD is required in lieu of student teaching for graduate students in the Cross-Categorical Licensure Certification Program. Students will have a teaching experience under the supervision of a master teacher and/or field coordinator in a school, clinic, or other setting 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, simulation, optimization, and others. Review interpretation of agricultural statistics and journal articles.

AGINDUS 5500  3 credits
Agricultural Prices and Risk Management
Analysis of agricultural price trends; elasticity of demand and supply; seasonal prices; and price cycles, and price management tools and strategies. Understanding the theory of demand and supply; how they change; and the impact on agricultural prices. Understanding and applying the concepts of risk and risk management with special emphasis on price risk management.

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  
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  
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  
Hydraulics and Machinery Engineering

Hydraulic principles, components and systems. Management, operation, adjustment, and maintenance of agricultural machinery.

AGINDUS 6790  
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  
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  
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 7000  
Research Procedures

Definition of problems and issues, critical examination of the research literature, review of trends in curricula and methods, and planning of experimental investigations (M.S.E.: Research).

AGINDUS 7320  
Market Organization and Competition

Development of industrial organization, which includes market structure, firm behavior and economic performance of industrial and service firms; product differentiation, market concentration, product development and patents, pricing strategies, research and development, advertising and profitability measures; merger and consolidations; economic analysis concerning plant size and technology; and legal considerations of government regulation and public policy.

AGINDUS 7350  
Industrial Operations and Management

This course deals with the general principles of business management that should provide a solid foundation for a successful business. Specific operations management topics may include production/operation, inventory/warehousing, marketing and sales, advertising, credit/finance, and human resource and risk management.
### Agricultural Sciences Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGINDUS 7360</td>
<td>Agricultural Sales and Service</td>
<td>3</td>
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</table>
### The development and nature of selling; characteristics and motivation of the customer; the selling process and its place in the marketing function; ethical and legal considerations; sales management. |
| AGINDUS 7370 | Computer Applications in Industry               | 3       |
### The theory and application of the use of computers and related technology in business data processing, accounting, payrolls, production control, inventory control, budgeting, communications, and other management decisions. P: A computer background equivalent to COMPUTER 1830 or instructor approval required. |
| AGINDUS 7400 | Current Issues in Agriculture                   | 3       |
### A presentation and round table discussion of current topics and issues facing today’s agriculture. |
| AGINDUS 7410 | Adult Education in Agriculture                  | 3       |
### Characteristics of the adult learner; historical and current perspectives of adult education; the agencies, institutions, and methods employed in continuing education of adults; the motivations and activities of adult learners. (M.S.E.: Learner; Instruction; Foundations.) |
| AGINDUS 7430 | Seminar in Agricultural Education               | 3       |
### Consideration of trends in agricultural education; establishing priorities, deriving objectives; the selection of instructional materials and the preparation of instructional resource units consistent with the express objective of the course. (M.S.E.: Instruction). |
| AGINDUS 7920 | Seminar Paper Research                          | 0-2     |
| AGINDUS 7980 | Independent Study in Agriculture                | 1-4     |
### 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. |
| AGINDUS 7990 | Thesis Research                                 | 3-6     |
### Agricultural Sciences Courses

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<tbody>
<tr>
<td>AGSCI 5000</td>
<td>Animal Nutrition</td>
<td>4</td>
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</table>
### 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  | Dairy Product Analysis and Processing           | 3       |
### 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  | Genetics of Livestock Improvement              | 3       |
### Qualitative and quantitative genetics and their application to the breeding and improvement of domestic animals. |
| AGSCI 5040  | Principles of Meat Science                     | 3       |
### Structure and composition of skeletal and connective tissue; postmortem changes affecting meat quality and characteristics. |
| AGSCI 5070  | Biotechnology in Animal Science                | 3       |
### Principles of current methodologies used in biotechnology and the specific application to areas of animal science will be presented. |
| AGSCI 5270  | Landscape Design                               | 3       |
### 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 5330  | Soil Morphology and Classification             | 3       |
### Morphology and classification of soils; interpreting and using soil survey information; describing and mapping soil properties. |
| AGSCI 5600  | Ration Formulation/Evaluation                  | 3       |
### 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. |
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<th>Course Description</th>
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<tbody>
<tr>
<td>AGSCI 6030</td>
<td>4 credits</td>
<td><strong>Beef Management</strong></td>
<td>Management principles of beef production including selection, feeding, marketing, reproduction, and promotion.</td>
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<tr>
<td>AGSCI 6040</td>
<td>4 credits</td>
<td><strong>Swine Management</strong></td>
<td>The management principles and practices of the pork industry which include selection, feeding, breeding, reproduction, 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.</td>
</tr>
<tr>
<td>AGSCI 6050</td>
<td>3 credits</td>
<td><strong>Sheep and Wool Management</strong></td>
<td>The principles and problems involved in sheep and wool production.</td>
</tr>
<tr>
<td>AGSCI 6070</td>
<td>4 credits</td>
<td><strong>Dairy Cattle Management</strong></td>
<td>Principles and problems involved in dairy cattle management. Emphasis will be placed on actual involvement in making managerial decisions.</td>
</tr>
<tr>
<td>AGSCI 6080</td>
<td>3 credits</td>
<td><strong>Ruminant Nutrition</strong></td>
<td>Anatomy and physiology of the ruminant gastrointestinal tract; the digestion, absorption, metabolism, utilization, and biochemical functions of nutrients as applied to ruminants.</td>
</tr>
<tr>
<td>AGSCI 6090</td>
<td>3 credits</td>
<td><strong>Monogastric Nutrition</strong></td>
<td>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.</td>
</tr>
<tr>
<td>AGSCI 6110</td>
<td>4 credits</td>
<td><strong>Reproductive Physiology of Domestic Animals</strong></td>
<td>This course discusses the anatomy, physiology, and basic endocrinology of the reproductive processes in domestic livestock, companion animals, and poultry. Reproduction similarities and differences in humans will also be discussed. Methods available for enhancing or controlling reproductive processes in mammals will be discussed including the use of artificial insemination, estrous synchronization, embryo transfer, and reproductive biotechnology. The effects of environment, nutrition, and disease will also be examined for their influences on reproduction.</td>
</tr>
<tr>
<td>AGSCI 6130</td>
<td>3 credits</td>
<td><strong>Mammalian Endocrinology</strong></td>
<td>(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.</td>
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<tr>
<td>AGSCI 6150</td>
<td>3 credits</td>
<td><strong>Biology of Lactation</strong></td>
<td>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.</td>
</tr>
<tr>
<td>AGSCI 6350</td>
<td>3 credits</td>
<td><strong>Soil and Water Conservation</strong></td>
<td>The application of physical, chemical, and biological principles to soil and water conservation.</td>
</tr>
<tr>
<td>AGSCI 6370</td>
<td>3 credits</td>
<td><strong>Soil Physics</strong></td>
<td>Physical properties, moisture relations and methods of physical analysis of soil with respect to soil structure, soil water, soil air and soil temperature.</td>
</tr>
<tr>
<td>AGSCI 6390</td>
<td>4 credits</td>
<td><strong>Soil Analysis</strong></td>
<td>Methods of analysis and the use of special equipment in determining soil reaction, available and total nutrients, and other constituents of the soil.</td>
</tr>
<tr>
<td>AGSCI 7920</td>
<td>0-2 credits</td>
<td><strong>Seminar Paper Research</strong></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 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.</td>
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<tr>
<td>AGSCI 7980</td>
<td>1-4 credits</td>
<td><strong>Independent Study in Agriculture</strong></td>
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<tr>
<td>AGSCI 7990</td>
<td>3-6 credits</td>
<td><strong>Thesis Research</strong></td>
<td></td>
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</tbody>
</table>
Art Courses

ART 5020  1-3 credits  
Studies in Art I  
A critical examination of one area within the field of art, the specific subject to be determined by the instructor and the needs of the student.

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 CHEMSTRY 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 embryo.

BIOLOGY 5240  4 credits  
Microbiology  
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.

BIOLOGY 5330  3 credits  
Genetics  
Basic principles of inheritance and nature of the gene as related to structure, function, mutation, and recombination.

BIOLOGY 5340  4 credits  
Entomology  
Structure, classification, life histories, behavior and economic aspects of insects. An insect collection is required. See instructor about insect collection by May 1st.

BIOLOGY 5430  3 credits  
General Ecology  
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.

BIOLOGY 5530  3 credits  
Biotechnology  
Genetic structure, expression and analysis of genetic elements. Genetic engineering principles and applications.

BIOLOGY 5540  4 credits  
Mycology and Plant Pathology  
Taxonomy, morphology, physiology, and life cycles of the major groups of fungi; causes, symptoms, and control of plant diseases. Field collection is required.

BIOLOGY 5620  2 credits  
Immunology  
Basic concepts of immunology. Normal and abnormal immune responses in health and disease.

BIOLOGY 5630  3 credits  
Field Zoology  
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.
BIOLOGY 5640  4 credits
Plant Taxonomy
The historical development of plant taxonomy; identification schemes and major families of the vascular plants. Field collection required.

BIOLOGY 5730  3 credits
Evolution
Consideration of the facts and theories of the origin and evolution of life.

BIOLOGY 5920  2 credits
Electron Microscopy
Basic techniques of transmission electron microscopy, specimen preparation, instrument use and darkroom procedures. A project is required. P: Consent of instructor.

BIOLOGY 6130  3 credits
Mammalian Endocrinology
(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.

BIOLOGY 6140  4 credits
Plant Anatomy
Internal structure of vascular plants; emphasis on origin, structure, and function of organs. On demand.

BIOLOGY 6240  4 credits
Advanced Physiology
In depth study of physiological processes from molecular to organismic level. Approached from topical format emphasizing recent advancements.

BIOLOGY 6340  4 credits
Mammalian Histology
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.

BIOLOGY 6410  1-3 credits
Topics in Biology
Presentations of biological events.

BIOLOGY 6520  2 credits
Biotechnology Seminar
Selected topics from among recent advances in and applications of biotechnology. P: Consent of instructor.

BIOLOGY 6710  1-3 credits
Selected Regional Habitats
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.

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

BUSADMIN 5030  3 credits
Human Resource Management

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

BUSADMIN 5100  3 credits
Compensation Management

An exploration of the discipline of compensation management. The processes of job analysis and job evaluation are discussed as methods to determine internal pay equity. Market wage surveys are presented as a means to ensure external equity. Wage scale development and various employee benefit options are discussed. Other topics include wage and benefit-related laws, performance appraisal, and motivation theories. P: BUSADMIN 5030 or consent of instructor.

BUSADMIN 5120  3 credits
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.

BUSADMIN 5130  3 credits
Legal Environment of Business

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

BUSADMIN 5140  3 credits
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 credits
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 credits
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 credits
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.

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
Employment Law

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 5500 3 credits
Employee Training and Development

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

BUSADMIN 5530 3 credits
Organizational Behavior

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

BUSADMIN 5540 3 credits
Quality Management

Provides an understanding of the tools, language, and techniques used in the field of Quality Management (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 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 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 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 6100 3 credits
Supply Chain Management

This course focuses on the principles and concepts of Supply Chain Management, as well as a review of the role of Supply Chain Management functions within an organization. Analytical and evaluative skills are developed through critical examination of theories, models, tools and techniques employed. Topics covered include Strategic Sourcing, Forecasting and Collaborative Planning, Inventory Management, Customer Relationship Management, and Service Response Logistics. P: ECON 2410 or MATH 1830 or MATH 4030 or consent of instructor.

BUSADMIN 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 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.

BUSADMINS 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 1-4 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 PHYS-ICS 1210 and 1240 or 2640 and 2610.
CHEMSTRY 6210  1 credit

Physics Chemistry Lab II

Advanced experimental studies applying theoretical principles to chemical and physical phenomena. P: CHEMSTRY 6230 or concurrent enrollment. 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 and Event Management

(Note: will first be offered spring 2011.) 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

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

COMMNCTN 7990 3-6 credits
Thesis Research

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.

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.

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.

CRIMLJUS 5730 3 credits
Women and the Law

( Offered under CRIMLJUS 5730 and WOMSTD 5730.) 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.

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.

CRIMLJUS 6030 3 credits
Criminal Law

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

CRIMLJUS 6130 3 credits
Police Community Relations

Analysis of the interdependence of the police and community in maintaining order and controlling crime; theories of community and the community’s role in the development of police systems; tension and conflict in police community interaction; programs and strategies for improving the quality of police-community relations.

CRIMLJUS 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.

CRIMLJUS 6330 3 credits
Criminal Procedure and Evidence

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

CRIMLJUS 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.

CRIMLJUS 6500 1-3 credits
Directed Individual Studies

Supervised individual study of a topic selected by the student with staff approval.

CRIMLJUS 6630 1-3 credits
Current Topics in Criminal Justice

Current issues in criminal justice that may not warrant a permanent course. Course content will be announced each time the course is presented.
CRIMLJUS 6830  3 credits
**Psychopharmacology for AODA Counselors**

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

CRIMLJUS 6930  3 credits
**Criminal Justice Seminar**

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

CRIMLJUS 7920  3 credits
**Seminar Paper Research**

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

**P:** CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (Contact advisor for prior approval and registration instructions.)

CRIMLJUS 7980  1-4 credits
**Independent Study in Criminal Justice**

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

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

Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student’s area of emphasis, and must be approved by a thesis committee. **P:** CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (Contact advisor for prior approval and registration instructions.)

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**Economic Courses**

**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 microeconomics 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**

General economic theory of the determination of national income and output, employment, price level, and economic growth; prefaced by a survey of national income accounting. Keynesian, monetarist, post-Keynesian, rational expectations, and real business cycle theory. Macroeconomics of open economy. Macroeconomic theory is applied to the current U.S. economic situation. **P:** ECONOMIC 2130, ECONOMIC 2230.

**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

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 for TESL/TESOL

Introduction to problems of language, pedagogy, and cultural political relevant for English teacher education. Discusses linguistic theories in forming English language and ESL pedagogy; the biological basis of language; different models of language learning and systems of literacy, among other issues. P: ENGLISH 1130 and ENGLISH 1230. Alternate Spring.

ENGLISH 5260  3 credits
Language and Culture

Examines the theoretical and practical relationship between language and selected social and cultural aspects of human life. Discusses contiguities of linguistic and cultural practices; examines how particular language practices create and maintain social structures, and how discourse reflects social structures and cultural values. P: ENGLISH 1130 and ENGLISH 1230. Alternate Fall.

ENGLISH 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  3-6 credits
Magazine Writing and Editing

An advanced writing and editing course concentrating on planning, creating, and evaluating written copy for print and online 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) Mandarian 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 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 grammati-
cal concepts in a writing- and reading-intensive environment, with attention to the logic of punctuation and conventional mechanics. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

ENGLISH 5990  3 credits
Topics in Language, Literature, or Writing
A critical examination of one area of language, literature or writing. The themes vary; therefore, this course may be taken more than once for credit, provided the content is different each time. P: ENGLISH 1130 and ENGLISH 1230. Offered occasionally.

ENGLISH 6020  3 credits
History and Theory of Rhetoric
(Offers 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 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. 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 Fall.

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, 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 early and late comedies. P: ENGLISH 1130 and ENGLISH 1230. Every Spring.

ENGLISH 6430  3 credits
Major American Writers

ENGLISH 6500  3 credits
Women and Mythology: Goddess, Witch, Sibyl
(Offers under both ENGLISH 6500 and WOMSTD 6500.) 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. Every Spring.

ENGLISH 6670  3 credits
Methods of Teaching English as a Second Language
Examines the characteristics of second language acquisition and how they influence the effectiveness of different methods of teaching English as a Second Language. Includes teacher/learner characteristics and strategies, teaching varieties of language, review of methodologies, communicative competence, and syllabus design. P: ENGLISH 1130 and ENGLISH 1230. Every fall.
ENGLISH 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. Every Spring.

ENGLISH 7250  3 credits
Literature for TESOL Teachers
An examination of the ways literature can most effectively be used to improve students’ linguistic, sociolinguistic, and discourse competence in a TESOL setting. Using the textbooks and online materials, students will be asked to develop (1) a corpus of literary selections suitable for the ESL/EFL context, and (2) specific lesson plans focusing on the literatures of specific cultural groups within the United States and other post-colonial English-speaking countries.

ENGLISH 7260  3 credits
Sociolinguistics and Language Teaching
The goal is to become well informed regarding aspects of sociolinguistics at both the micro and macro levels. Thus, there will be a focus on language attitudes, motivation, societal multilingualism, world Englishes, language planning, language policies, “prestige” languages, language and variation, and regional and social variation. Likewise, the role of language will be examined via features such as Pidgin and Creole language, language and gender, language and culture, and ethnography of communication and literacy. Emphasis will be given to the range of linguistic, interactional, and cultural knowledge that users must have in order to communicate in particular contexts. We will also emphasize how language is influenced by education. Moreover, certain aspects of social linguistics will be analyzed with regard to how they can be used in teaching English as a second language.

ENGLISH 7670  3 credits
Methods of Teaching English as a Second Language
This course provides an overview of major issues surrounding teaching English as a second or foreign language. It prepares students with approaches, methods, resources, and practical experience needed to teach English in the Chinese context.

ENGLISH 7910  1-4 credits
Independent Study in English
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate 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 SOCIOLOGY 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. Alternate Spring.

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 issues; such as ethnic, class, and gender issues in the educational process and in society. Considers equity issues through research, historical, philosophical, sociological, and psychological perspectives and the implications that each arena has on the lives of all of us.
ETHNSTDY 5720 3 credits

**Ethnic Rights and Politics**

(Offered under ETHNSTDY 5720 and POLISCI 5730.) Changing patterns of ethnic, gender, and race relations; legislative and judicial developments affecting civil rights; political movements; political, social, and economic discrimination; judicial system and legal protection for civil rights. Women and other minorities.

ETHNSTDY 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.

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 Fall.

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 Fall.

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 Spring.

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, SOCIOLGY 1200, SOCIOLGY 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.

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**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**

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**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.

GEOGRPHY 5330  3 credits
Environmental Conservation
The importance of natural resources to the national interest; current problems of resource allocation and use. P: 6 credits of laboratory science. P: GEOGRPHY 1330, or consent of instructor.

GEOGRPHY 5530  2-3 credits
Topics in Regional Geography
Regional study of different world regions. Treated in a traditional regional or topical format.

GEOGRPHY 5830  3 credits
Field Methods in Geography
Field techniques for reconnaissance and detailed studies; the preparation of geographical reports based primarily on field research.

GEOGRPHY 5960  6 credits
Geography of Japan
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. P: Consent of instructor.

GEOGRPHY 6120  2-3 credits
Topical Seminar
A particular geographic problem within a seminar format. P: Consent of the instructor.

GEOGRPHY 6130  3 credits
Space, Place and Gender
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. P: GEOGRPHY 1230 or consent of instructor.

GEOGRPHY 6230  3 credits
Political Geography
The interrelationships of earth and state; the geographical explanation of international relations; an examination of the geopolitics on a global scale. P: Consent of instructor.

GEOGRPHY 6760  1-8 credits
Geography Field Excursion
Field trip of one to eight weeks duration to study regional or systematic geography firsthand on the American continent or overseas.

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

Geology Courses

GEOLOGY 5130  3 credits
Engineering Geology
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. P: CHEMISTRY 1240 and CHEMISTRY 145.

GEOLOGY 7020  2 credits
Special Topics in Geology
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.

GEOLOGY 7980  1-4 credits
Independent Study in Geology
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate 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 6220 2 credits
Phonetics
Theory of German sounds with practical training in pronunciation. Required for a major or teaching minor 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.

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.

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
British Isles to 1714
The political evolution of the English state and the national development and interactions of the English, Irish, Scottish, and Welsh peoples from their origins to 1714.

HISTORY 5620 3 credits
British Isles Since 1714
The political evolution of the British state and the national development and interactions of the English, Irish, Scottish, and Welsh peoples from 1714 until the present.

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 6110  3 credits
Russia to 1856
Political, social, economic, and cultural history of North Central Asia from the origins of human settlement until the middle of the nineteenth century, with particular attention to Russian civilization and the origin and growth of the Russian Empire.

HISTORY 6120  3 credits
Modern Russia
Political, social, economic, and cultural history of North Central Asia from the middle of the nineteenth century until the present time, with particular attention to Russian civilization, and the political evolution from Russian empire, to Soviet partocracy, to presidential republic.

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

HISTORY 7920  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. (Fall, Spring) P: INDUSTDY 2430 and COMPUTER 1830.

INDUSTDY 5150  3 credits
Polymeric and Ceramic Materials
An analytical 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. (Fall) P: INDUSTDY 1830.

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. (Fall, Spring) P: INDUSTDY 1130 and INDUSTDY 2430.
INDUSTDY 5220  3 credits
Construction Procedures

Planning and analysis of work methods, scheduling and its computer applications, control of crews, materials and equipment selection, CPM and PERT methods of scheduling, contract types, the project manual concept, and construction specification writing and interpretation. (Fall, Spring) \textbf{P:} INDUSTDY 2430 and MATH 1830 and COMPUTER 1830.

INDUSTDY 5230  3 credits
Digital Electronics

The study of digital and linear integrated circuits utilized in control systems applications. Timer circuits, logic gates, and programmable memory will be used in applications. Microcontroller programming and applications will be emphasized. (Fall) \textbf{P:} INDUSTDY 1200 and INDUSTDY 1530.

INDUSTDY 5480  3 credits
Metalcasting Technology I

Technical study and laboratory investigation into processes used in the manufacturing of non-ferrous metalcastings. Special emphasis will be put on the following processes: green sand molding and testing, evaporative pattern casting, investment casting, chemically bonded sand, and shell sand casting. Also, lecture and discussions on the following topics: gating practices, sand technology, coremaking, casting defects, pattern development, metallurgy of aluminum and light alloys, metallurgy of copper base alloys, and trends in the metalcasting industry. (Spring) \textbf{P:} INDUSTDY 1030 and INDUSTDY 1430.

INDUSTDY 5550  3 credits
Fluid Power and Servo Systems

The study of fluid power theory and their application to different 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, electronics and fluid servo systems. (Fall) \textbf{P:} INDUSTDY 1530.

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, and computer-controller systems. (Fall) \textbf{P:} INDUSTDY 1200 and INDUSTDY 1530.

INDUSTDY 5590  3 credits
Industrial Hygiene Technology

This course is concerned with the chemical and physical hazards that impair the health of workers while on the job. Emphasis in the course is on recognizing, evaluating, and controlling hazards. Students receive experience in monitoring exposure of workers to harmful hazards and harmful physical conditions. (Every other spring) \textbf{P:} INDUSTDY 2710.

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. (Every third semester) \textbf{P:} INDUSTDY 2710.

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 wire-frame, surface, and solid models. (Spring) \textbf{P:} INDUSTDY 1230 or (GENENG 1020 or GENENG 1030 and GENENG 1320).

INDUSTDY 5810  3 credits
Alcohol and Other Drugs as Related to Safety

A study of drug and alcohol use and abuse related to safety is included in the curriculum. The effects of drug and alcohol use and abuse and their influences on American Society are provided. Responsible drinking and driving issues are also covered. In addition, strategies to deal with the troubled employee at the workplace are included. Emphasis is placed on discussion. A university or community service learning opportunity is also provided. (Every other Spring) \textbf{P:} INDUSTDY 2710.

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 curriculum development for technology education. Unit planning, lesson planning, and aligning curriculum to standards are emphasized in an interactive teaching/learning environment. (Fall, Spring) \textbf{P:} TEACHING 1230.

INDUSTDY 5940  3 credits
Material Testing and Evaluation

A technical study and evaluation of industrial materials and processes using destructive and nondestructive evaluation methods. The course is designed to increase breadth and depth of knowledge of differing material characteristics and properties. Emphasis is given to understanding and application of processes used in material selection and testing methods. (Spring) \textbf{P:} INDUSTDY 1030 or INDUSTDY 1430 and INDUSTDY 1830.
INDUSTDY 5950  3 credits
**Industrial Design for Production**

Study of design principles, production methods and simultaneous manufacturing techniques. Emphasis is on understanding and application of the design process. Laboratory activities focus on the design and production of a product. (Fall) P: INDUSTDY 1030 and INDUSTDY 1230

INDUSTDY 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. (Fall, Spring) P: consent of instructor.

INDUSTDY 6030  3 credits
**Electrical Power**

A study of the methods and systems of AC and DC power generation, distribution and motors. Other course areas include motor controllers, mechanical switches and other industrial control systems. (Every other Spring) P: INDUSTDY 1200

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. (Spring) P: INDUSTDY 1430 and INDUSTDY 1830.

INDUSTDY 6480  3 credits
**Industrial Robotics**

Study and application of robotic systems to include: fundamentals, classification, integration in manufacturing systems, end-effectors, sensors, vision systems, auxiliary equipment and control systems, safety and cost justification. Basics of robot programming is applied. (Spring) P: INDUSTDY 1530

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. (Fall, Spring) P: INDUSTDY 2430.

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. (Fall, Spring) P: INDUSTDY 2430 and COMPUTER 1830.
INDUSTDY 6640  3 credits  
**Curriculum and Facility Planning**

Curriculum development through design of a program of study. Procedures for identifying and organizing content are examined. Laboratory design and layout are correlated with curriculum through examination of building codes, safety requirements, and equipment specifications.  (Fall, Spring) P: TEACHING 1230.

INDUSTDY 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 resumes, employment opportunities in the safety profession, and certification available in the safety profession.  (Every third semester) P: INDUSTDY 2710.

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.  (Every third semester) P: INDUSTDY 2710.

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 is provided in the course. Methods of controlling losses, basic risk management theories, behavioral-based safety concepts and others are studied. Emphasis is placed on accountability and measuring safety performance at all levels of industry.  (Spring) P: INDUSTDY 2710.

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, and flexibility exercises. NIOSH lifting standard and equation, cumulative trauma disorders, ergonomic job hazard analysis, workstation design cost, and others will be explored. An opportunity is provided to conduct an ergonomic job hazard analysis.  (Spring) P: INDUSTDY 2710.

INDUSTDY 6790  3 credits  
**Safety Management Proposals**

The course stresses the importance of communications to the safety professional. Areas of communication studied include setting up and conducting safety conferences and developing a safety manual. The opportunity to develop a safety program is provided. Other safety-related communication techniques are also covered.  (Fall) P: INDUSTDY 2710.

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 prevention programs in the business or industrial world.  (Fall) P: INDUSTDY 2710.

INDUSTDY 6820  2 credits  
**Principles of Vocational-Technical Education**

An examination of the historical roots of vocational-technical education. Readings and research are conducted on the current trends and issues facing vocational-technical education in a high tech society. Satisfies vocational certification.  (Spring) P: TEACHING 1230 or equivalent.

INDUSTDY 6840  3 credits  
**Construction Administration**

Construction company organization; contract documents; legal, ethical, business, and management procedures; and principles of construction management.  (Fall, Spring) 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.  (Fall) P: INDUSTDY 2910 Plastics Technology.

INDUSTDY 6860  3 credits  
**Injection Molding Technology**

The course is an investigation of the science and technology of injection molding as a common method of production of plastic articles. The description of the technology and machinery will be discussed. Emphasis will be given to part and mold design, use of CAD-CAM and simulation packages such as MoldFlow. Students will have hands-on opportunities of working with mold preparation, machine operation, process troubleshooting and part evaluation.  (Spring) P: INDUSTDY 2910.

INDUSTDY 6900  3 credits  
**Work Measurement and Human Factors**

A study of methods to improve productivity, efficiency and effectiveness of work methods. This course is intended to provide an understanding of the principles of motion economy and work measurement techniques using graphing and charting tools, process picture mapping, 5 Ss, value stream mapping, and quantitative analysis methods, lean manufacturing and Six Sigma concepts. The course is designed for those responsible for supervising or conducting work measurement in industry, but is also valuable for any business or service organization.  (Fall, Spring) P: INDUSTDY 1030 and MATH 1830.
INDUSTDY 6940  3 credits
Quality Assurance

The study of techniques and procedures of assuring and maintaining the quality of industrial products and services. Statistical process control methods such as variable and attribute control charts, acceptance sampling, process capability and reliability are examined. The course also studies modern quality systems, Six Sigma, industrial experimentation and ISO standards. (Fall, Spring) P: INDUSTDY 1030 and MATH 1830.

INDUSTDY 6950  3 credits
Production Planning and Control

An investigation and study of the integrated approach of effective management practices associated with production planning, scheduling, and control. Operation strategy, quality of work life, global competition, lean manufacturing, forecasting methods, supply chain management practices, scheduling and plant facilities layout are stressed. (Fall, Spring) P: INDUSTDY 1030

INDUSTDY 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, equipment/machines, codes, pre-engineered buildings, and innovative technologies. (Fall, Spring) P: INDUSTDY 2430.

INDUSTDY 6980  3 credits
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 interests in the workplace, employee training needs, and industrial training programs. (Fall, Spring)

INDUSTDY 6990  2-8 credits
Industrial Studies Internship

An on-the-job assignment commensurate with the instruction program and approved by the industrial internship coordinator. May be repeated for up to eight credits, but must be progressively more advanced. (Fall, Spring, Summer) P: See department program notes.

INDUSTDY 7000  3 credits
Research Methodology

Introduction and background to the scientific method of inquiry, types of research, problem clarification, data gathering techniques, research data analysis, and proposal and research paper writing.
INDUSTDY 7330  3 credits
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.

INDUSTDY 7490  1-2 credits
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.

INDUSTDY 7920  2 credits
Seminar Paper Research

INDUSTDY 7980  1-4 credits
Independent Study in Industrial Studies
The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate dean. Approval must be secured from the department faculty member before independent study courses are begun by completing a form secured from the department. This form must include a description of the subject to be covered and must be submitted before registration will be approved. Signatures of the advisor and the instructor are necessary. Independent study may not be used for collecting information for the seminar paper.

INDUSTDY 7990  3-6 credits
Thesis Research

Mathematics Courses

MATH 6620  1-3 credits
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.

MUSIC/MUAP 7990  3-6 credits
Thesis Research

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Philosophy Courses

PHLPHY 7010  3 credits
Philosophical Foundations of Education

(Offered under TEACHING 7010 and PHLPHY 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.

PHLPHY 7980  1-4 credits
Independent Study

The amount of graduate credit allowed for independent study
may not exceed a total of four credits except with the special
permission of the student’s advisor and the graduate dean. Ap-
proval 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.

PHLPHY 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 un-
derstanding nutrition, energy, transfer, exercise, and training.

PHYSED 5040  2 credits
Adapted Aquatics

Students are provided the opportunity to work with children/
adults with disabilities in the area of aquatics. Activities will
include: development and implementation of individualized
aquatics programming, development of individualized education
program (IEP) paperwork related to aquatics, individual or small
group instruction, exposure to aquatics equipment and usage,
assessment implementation, and self and instructor evaluation of
teaching methods. P: PHYSED 3430/5430, Teaching Children
with Exceptional Abilities in Health and Physical Education.

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  2 credits
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 Physi-
cal Education curriculum.

PHYSED 5360  1 credit
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  2 credit
Fitness Programming and Prescription

Designed to teach the student how to develop and implement
fitness programs for various populations. The student will inves-
tigate the concept of exercise adherence and factors affecting it
as well as conduct case study. P: PHYSED 5020.

PHYSED 5420  2 credits
Health Promotion at the Worksite

This course prepares the student to plan, design, implement,
and evaluate a health promotion program in a corporate or work-
place setting.

PHYSED 5430  3 credits
Teaching Children with Exceptional Abilities 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 disabili-
ties. Topics covered will include an overview of the legal basis
for adapted physical activity, discussion of disabilities, pedagog-
ical techniques, and placement issues/concerns for individuals
with disabilities in sport and physical activities.

PHYSED 5500  3 credits
Methods in Teaching Health Education

Utilization of approved methods and materials for teaching
health in grades kindergarten through 12; application of course
content and procedures involved in health teaching.
PHYSED 5510  2 credits
**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  1 credit
**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  2 credits
**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  3 credits
**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  2 credits
**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  2 credits
**Nutrition**

Introductory nutrition course that studies the basic nutrition concepts and examines controversial topics.

PHYSED 5860  1 credit
**Nutrition in Human Performance**

To provide an overview of the role of nutrition plays relative to human performance. Emphasis is placed upon dietary evaluation and recommendation regarding nutrient intake and weight management.

PHYSED 5920  2 credits
**Emotional Health**

This course explores the role that human emotions lay 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  2 credits
**Psychology of Coaching**

The principles and techniques applicable to coaching interschool activities.

PHYSED 6230  3 credits
**Methods in Middle/Secondary Physical Education**

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

PHYSED 6320  2 credits
**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  4 credits
**Organization, Administration, and Curriculum of Physical Education and Health**

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

PHYSED 6430  1-3 credits
**Current Issues in Health and Physical Education**

Study of current topics in health and physical education.

PHYSED 6530  3 credits
**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  2 credits
**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.
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 Schrodinger 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.

PHYSED 6920  2 credits
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  3 credits
Seminar in Community and Environmental Health Education
In-depth research and presentation of material related to topical health issues and service learning.

PHYSED 6960  1-3 credits
Independent Study in Physical Education

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

PHYSED 7920  2 credits
Seminar Paper Research

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

PHYSED 7990  3-6 credits
Thesis Research
Three graduate faculty serve on the student’s thesis committee and must have signed a thesis proposal in order to register for Thesis Research. The document “Standards and Procedures for Approved Master’s Theses, UW-Platteville Requirements” is available at www.uwplatt.edu/library/reference/guidemastersthesisuwp.html.

PHYSED 7990  0-2 credits
Seminar Paper Research

PHYSED 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 6430  3 credits
Abnormal Psychology
Psychology of abnormal behavior; biological and social factors in the genesis of behavioral, emotional, and personality disorders. Brain disorders, psychoses, and substance abuse are also presented and discussed. P: PSYCHLGY 1130 or equivalent.
PSYCHLGY 6930 3 credits
**Techniques of Counseling and Psychotherapy**

Survey of procedures used by psychologists, including counseling, psychotherapy, and limited psychodiagnostic. 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 COUNSELED 7020.

PSYCHLGY 6950 3 credits
**Human Service Work With Groups and Organizations**

Expands upon the approaches learned in Psychology 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 COUNSELED 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 7440 1-4 credits
**Graduate Practicum in Psychology**

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

SOCIOLOGY 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.

SOCIOLOGY 5230  3 credits
Human Relations
(Offered under ETHNSTDY 5230 AND SOCIOLOGY 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.

SOCIOLOGY 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.

SOCIOLOGY 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).

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.

SPANISH 6820 2 credits
**Phonetics**

The theory of the pattern of sounds in Spanish with practical training in pronunciation.

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.

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**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 workplace. **P:** ENGLISH 1130 and ENGLISH 1230. Every Fall.

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 7920 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**
Theatre Courses

THEATER 6630  3 credits
**History of Theatre and Drama**
A general survey of the rise and development of the theatre and drama from ancient Greece to Shakespeare.

THEATER 6730  3 credits
**History of Theatre and Drama**
A continuation of Theatre 6630. A general survey of the rise and development of the theatre and drama from Moliere to Ibsen.

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

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 theatre, 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.) Surveys the 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**
(Offered under CRMLJUS 5730 and WOMSTD 5730.) 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.

WOMSTD 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.

WOMSTD 6500  3 credits
**Women and Mythology: Goddess, Witch, Sybil**
(Offered under both ENGLISH 6500 and WOMSTD 6500.) 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. Alternate Fall.

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

General Information
Distance Learning Center
2100 Ullsvik Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville WI 53818-3099
Phone: 608.342.1468 or 800.362.5460
Website: 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
The University of Wisconsin-Platteville has a long rich history. It was founded in 1866 with the primary goal of training teachers. It has grown and expanded steadily into a university consisting of the Colleges of Business, Industry, Life Science and Agriculture; Engineering, Mathematics and Science; Liberal Arts and Education; and the School of Graduate Studies.

UW-Platteville’s tradition in distance education began in 1979 when a Bachelor of Science in Business Administration was made available in print format 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. UWP also began offering in 1999 the following master’s degrees online: Criminal Justice, Project Management and Engineering. The first online master’s degree was awarded in May 2001. In the fall of 2006 an online Bachelor of Science in Criminal Justice was first offered. 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 percent online format, accessed through an Internet browser. A student does not need to be online at a specific time to access the courses.

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 website at www.uwplatt.edu/disted.

Affirmative Action/Equal Opportunity

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

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

The university is committed to a program of affirmative action for women, racial minorities, persons with disabilities, disabled veterans, recently separated veterans who separated within the last three years, those who are in the Armed Forces Service Medal Veteran category and veterans of the Vietnam era under the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended. While the chancellor assumes overall responsibility for the success of the program, university administrators and supervisors are responsible and accountable for implementation. Authority for monitoring the program is delegated to the director of Human Resources.

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

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

Research Involving Human Subjects

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

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

Degrees and Programs
The University of Wisconsin-Platteville offers three 100 percent 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)

Accreditation
www.uwplatt.edu/academics/accreditations.html

The University of Wisconsin-Platteville is accredited by:

- American Chemical Society
- Foundry Education Foundation
- The Higher Learning Commission 312.263.0456 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
- The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) www.pmi.org/CareerDevelopment/Pages/Global-Accreditation-Center.aspx
- Wisconsin Department of Public Instruction

Memberships
www.uwplatt.edu/academics/accreditations.html

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

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

General Requirements for All Online Master’s Degrees

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

- All students must complete a minimum of 30 graduate credits.
- At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student’s program planning form.
- A minimum of 50 percent of the credits required for a degree must be from the 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 must satisfy the writing requirements by completing one of the following:

- Write an approved thesis (three-six credits)
- Write an approved seminar paper (zero-two credits)
- Complete a “capstone” experience (three credits)

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

Grade Point Average
Graduate students must maintain a minimum 3.00 grade point average.

Admission Policies and Procedures
Those seeking admission must have an earned 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 programs will be required to submit a résumé.

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

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

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

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

Complete and submit the online University of Wisconsin System Application for Graduate Admission that may be accessed from our website: www.uwplatt.edu/disted.

Pay the application fee (currently $56) at our secure online site or mail a check payable to University of Wisconsin-Platteville to Distance Learning Center, University of Wisconsin-Platteville, 1 University Plaza, Platteville WI 53818-3099.

Arrange to have an official* transcript sent from the institution granting 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 online graduate degree, the student must also provide official* transcript(s) from the institution(s) where the graduate credits were earned.

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

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

International Students
International degrees will be evaluated individually. In addition to filing the standard application for admission international students must file:

- official transcript(s) translated in English and certified as taken from the original documentation. Official transcripts translated by another agency other than the educational institution where the credits were completed must be evaluated by Educational Credential Evaluators (ECE) www.ece.org. Altered documentation will be considered a perjury and shall cause us to reject the application.

- an official report from the testing agency of their Test of English as a Foreign Language (TOEFL) score, or their score on the International English Language Testing System (IELTS). Students from English speaking countries may not need to provide TOEFL or IELTS scores. Instead they should check with the dean of the School of Graduate Studies to obtain a waiver. A minimum score of 500 (paper based) or 173 (computer based) or 61 (Internet) on the Test of English as a Foreign Language (TOEFL) is required for all international students. Students taking the International English Language Testing System (IELTS) must achieve a minimum score of 5.5. The students may request a waiver of the TOEFL or IELTS requirement by submitting an acceptable justification for the waiver to the dean of the School of Graduate Studies: Dr. David Van Buren, Dean, School of Graduate Studies, 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 coursework (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 website 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 Coursework
Graduate coursework focuses on advanced disciplinary content, usually as an extension of the discipline content presented at the undergraduate level. When graduate work introduces basic concepts, it typically introduces discipline content that is not offered at the undergraduate level and is dependent upon knowledge acquired at the undergraduate level. In addition, introductory graduate coursework may be delivered in an accelerated way to develop a knowledge base for an individual who possesses an undergraduate degree in another field or for
individuals who seek to broaden their undergraduate preparation.

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

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

**Numbering of Courses**

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

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

**Undergraduate Students Enrolled in Graduate Classes**

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

- they do not have an earned bachelor's degree,
- they are in their last semester as an undergraduate at the University of Wisconsin-Platteville,
- they have applied to graduate,
- they are eligible for admission to the graduate program in full standing (undergraduate grade point average must be 2.75 or higher),
- they limit their total credit load to a maximum of 15 credits, including graduate courses (a majority of the credits they take must be for undergraduate courses),
- they secure the approval of the 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.

**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 percent 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.

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

After corresponding with an advisor, graduate students register online at www.uwplatt.edu/disted. Graduate students are allowed to register for up to six credits during the summer sessions and up to nine credits during the fall/spring semesters. If a student wishes to take more credits (up to eight 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 eight 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 (three-six credits)
- Write an approved seminar paper (zero-two credits)
- Complete a capstone experience (three 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 (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 $45/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 (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.
- 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.
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></td>
<td></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. If you are issued an “I,” you will have a maximum of one year from the end of the term that the “I” was issued to complete the required assignments and/or tests for the course and submit them to the instructor for review. Your instructor will issue a grade based on the work submitted.

Your instructor does have the option of shortening that time frame and may submit a final grade earlier than the deadline. You need to work closely with him/her to find out if an earlier deadline applies for you in a course. It is your responsibility to make sure that you submit all your work to your instructor by the deadline.

Incompletes given in thesis research will become a Failure after one year if the thesis is not completed. An extension of the one-year time limitation may be requested by the student and approved by the thesis advisor for submission to the School of Graduate Studies. Students must re-register and pay tuition and fees for thesis 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. Any repetition must have the approval of the student’s advisor and the dean of the School of Graduate Studies before or at the time of registration. A given course may be repeated once. The grade earned in the repetition of the course...
replaces the grade earned initially, even if the second grade is lower than the first grade. The initial grade remains on the record but is not reflected in the grade point average. 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 completing the online drop form at the registration site https://register.wlearn.com. 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 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 his or her transcript. Students may only drop a course beyond the middle of the term with special permission. Contact the Distance Learning Center for details.

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

Retention, Probation, and Dismissal
A minimum 3.00 graduate grade point average is required to maintain full standing. If the overall grade point average drops below 3.00, the student is placed on probation. If after an additional 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 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 (plagiarism)
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas (plagiarism)
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For complete details, review the policy at 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 advisor will then send an intent to graduate memo to the Distance Learning Center, with a signed copy of the student’s program plan, thereby confirming that the student meets all department requirements for graduation.

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

• Deadlines: August graduates–May 30; December graduates–September 30; May graduates–January 30
• Make sure all debts have been cleared with the university prior to applying for graduation
• Complete any graduation deficiencies
• List course(s) for which the student is currently registered
• Complete the “File for Master’s Degree Form” and mail the form and the $25 graduation fee (checks may be made payable to UW-Platteville) to: University of Wisconsin-Platteville Distance Learning Center, 1 University Plaza, Platteville WI 53818-3099

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

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

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

The student must contact the University Bookstore at the UW-Platteville Pioneer Student Center (608.342.1486) for assistance in ordering his/her cap, gown, tassel, and master's hood. The cost for these items, including tax is approximately $60. There is an additional fee of approximately $7 for shipping the items.

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

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

Commencement

Students who complete the requirements for a master’s degree are invited to be present at the following spring or fall commencement. Degrees are not conferred until after graduation when grades are posted and final graduation check has been performed. Students at a distance who are unable to travel to campus may participate in commencement activities through a virtual graduation site at www.uwplatt.edu/disted.

Student Assistance Services

Financial Aid

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 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 classes at a distance.

Further information about financial aid can be found at the UW-Platteville Financial Aid Office website: www.uwplatt.edu/finaid. Educational loans are available to graduate students who are regular degree seeking students enrolled at least half-time (five 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 online at www.fafsa.ed.gov

**Loans**
For information on loans, please visit the Financial Aid website at www.uwplatt.edu/finaid.

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

**Veterans Benefits**
www.uwplatt.edu/registrar/veterans.html

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**
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 aids; 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 are located at 103 Warner Hall, 608.342.1818 (voice and TTY).

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

**Career Center**
www.uwplatt.edu/careercenter

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

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

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

The Career Center also invites distance learning students who are able to travel to campus to attend the bi-annual Career Fair events held in September and February. More information can be found on the Career Center website. 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 *uwPioneer Career Network* (PCN) system, résumés, or interviewing, don’t hesitate to contact the Career Center.

Career Center
University of Wisconsin-Platteville
1 University Plaza
Platteville WI 53818-3099
Phone: 608.342.1183
Fax: 608.342.1172
E-mail: careercenter@uwplatt.edu
Website: www.uwplatt.edu/careercenter
An official transcript of a student’s educational record may be obtained by submitting a signed request to the Office of the Registrar. The following fees apply:

- Normal service (one-two business days): $7 per transcript
- Same day/rush service: $10 per transcript
- Fax service: $15 per fax number

Fax service includes rush processing of an unofficial transcript delivered to a designated fax number and an official copy of the facsimile sent in the mail. Official transcripts may not be faxed.

Only students may request their transcripts, except as prescribed in the Family Educational Rights and Privacy Act. Further information, including a transcript request form, may be found on the Registrar website at www.uwplatt.edu/registrar. All outstanding financial obligations must be cleared before transcripts will be issued.

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

Required Courses (Core Courses) (15 credits)
- CRIMLJUS 7030 Criminal Justice Systems
- one of the following two courses
  - 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
- one of the following two courses
  - CRIMLJUS 7920 Seminar Research Paper or
  - CRIMLJUS 7990 Thesis Research

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. Electives currently identified are listed below. Additional electives may be available through transfer and/or other arrangements. Contact the program coordinator for more information.

- CRIMLJUS 6030 Criminal Law
- CRIMLJUS 6330 Criminal Procedure and Evidence
- CRIMLJUS 7120 Policing in a Democratic Society
- CRIMLJUS 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 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 7430 Abnormal Psychology in a Dangerous World
- PSYCHLGY 7330 Theories of Personality in the Criminal Justice System
- PSYCHLGY 7980 Independent Study in Psychology (1-4 credits)
- BUSADMIN 5030 Human Resource Management
- BUSADMIN 5340 Management, Gender and Race
- BUSADMIN 5530 Organizational Behavior
- COUNSLED 7130 At Risk Youth

Courses are continuously being developed to provide knowledge and expertise in high demand.
Graduate Diploma in Criminal Justice

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

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

Course Descriptions

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

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 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 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.

COUNSLED 7130 3 credits
At Risk Youth

At risk youth present many challenges to society, families, and the educational system. Further, the issues that put youth at risk interfere with the ability to be successful in many areas of their lives. Consequently, in many cases, they find themselves “in trouble” with the law. This course is intended to assist the educator, counselor, and/or police officer in understanding the factors that put a child at risk, as well as presenting a model of intervention and remediation to decrease and/or eliminate the risk. Practical strategies will be discussed.

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.

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.

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.

CRIMLJUS 5730 3 credits
Women and the Law

( Offered under CRIMLJUS 5730 and WOMSTD 5730.) 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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMLJUS 6030</td>
<td>3</td>
<td>Criminal Law</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 6130</td>
<td>3</td>
<td>Police Community Relations</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 6230</td>
<td>3</td>
<td>Community-Based Corrections</td>
<td>Community-based correctional programs, pre- and post-trial; a critical investigation of theories, practices, and problems involved in pre-trial diversion, probation, and parole.</td>
</tr>
<tr>
<td>CRIMLJUS 6330</td>
<td>3</td>
<td>Criminal Procedure and Evidence</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 6430</td>
<td>3</td>
<td>Issues in Criminal Justice Planning and Management</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 6500</td>
<td>1-3</td>
<td>Directed Individual Studies</td>
<td>Supervised individual study of a topic selected by the student with staff approval.</td>
</tr>
<tr>
<td>CRIMLJUS 6630</td>
<td>1-3</td>
<td>Current Topics in Criminal Justice</td>
<td>Current issues in criminal justice that may not warrant a permanent course. Course content will be announced each time the course is presented.</td>
</tr>
<tr>
<td>CRIMLJUS 6830</td>
<td>3</td>
<td>Psychopharmacology for AODA Counselors</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 6930</td>
<td>3</td>
<td>Criminal Justice Seminar</td>
<td>Discussion and evaluation of problems in the contemporary criminal justice system; individual research and presentation of findings.</td>
</tr>
<tr>
<td>CRIMLJUS 7030</td>
<td>3</td>
<td>Criminal Justice Systems</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 7120</td>
<td>3</td>
<td>Policing in a Democratic Society</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 7130</td>
<td>3</td>
<td>Criminal Justice Research and Statistical Methods</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 7230</td>
<td>3</td>
<td>Criminological Theory</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 7330</td>
<td>3</td>
<td>Law as Social Control</td>
<td>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.</td>
</tr>
<tr>
<td>CRIMLJUS 7430</td>
<td>3</td>
<td>Victimology</td>
<td>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.</td>
</tr>
</tbody>
</table>
CRIMLJUS 7520  3 credits
Civil Liabilities in Criminal Justice Agencies

This course examines the law of torts related to police, corrections, and other criminal justice agencies, including concepts of negligence, intent, duty of care, proximate cause, foreseeability, good faith defenses, and other legal doctrines. Both state tort law and federal law (especially under 42 U.S.C. 1983) will be examined. Major U.S. Supreme Court cases will be studied, as well as patterns and trends in federal and state lawsuits regarding civil rights violations and failure to exercise due care. Liability of law enforcement officers, municipalities, correctional officers, corrections agencies and other criminal justice entities is reviewed. Damages, injunctions and other remedies for civil wrongs are discussed, and differences between state and federal law and court processes are examined.

CRIMLJUS 7530  3 credits
Criminal Justice Administration

This course will provide an in-depth overview of the administration and management of criminal justice organizations with an emphasis on police entities. Students in the course will be exposed to a theoretical and conceptual framework which may be used to analyze and more effectively deal with the complexities of contemporary issues confronting law enforcement administrators. Although centered on the law enforcement environment, the principles and issues discussed in this course would be appropriate for administrators in any criminal justice environment.

CRIMLJUS 7630  3 credits
Contemporary Correctional Systems: Institutional and Community-Based Corrections

The course presents a study of the history, theory and practice of contemporary corrections. History will be used to frame and to help explain how certain practices evolved from a particular socio-economic context. The course is intended to encourage analytic thinking about how as a society we respond to legal violations. Students will review classic essays describing the social dynamics of punishment. Students will also examine factors contributing to the rise of reformatories, parole, and probation from the 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.

CRIMLJUS 7730  3 credits
Evaluation and Program Analysis in the Criminal Justice System

This graduate level course will focus on the key concepts, methods, and issues in the field of evaluation research. Students will be exposed to the theoretical, methodological, and utilization of evaluation approaches in order to design, implement, and assess the most effective programs. Specific focus will center on needs assessment, impact assessments, monitoring, applications of various quantitative and qualitative techniques, and proposal writing. A review of basic research methods principles will also be provided.
CRIMLJUS 7830 3 credits
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.

CRIMLJUS 7880 3 credits
Criminal Justice Internship
Enhancement of the educational experience through placement of a student with a governmental or private agency; emphasis placed on integration of criminal justice theory and practice through field observation, practical experience, and extensive writing, including daily logs and a final internship paper. P: graduate student status.

CRIMJUS 7920 3 credits
Seminar Paper Research
Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student’s educational experience and as a bridge to the student’s future in the criminal justice field. P: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (Contact advisor for prior approval and registration instructions.)

CRIMLJUS 7940 3 credits
Special Topics in Criminal Justice
Designed to present to students specialized topics in the field of criminal justice depending upon interest of students and approval of staff. (Contact advisor for prior approval and registration instructions.)

CRIMJUS 7980 1-4 credits
Independent Study in Criminal Justice
Students registering for independent study must submit, at or before registration, a description and timetable for completion, signed by the instructor supervising the independent study. The project must be above and beyond the student’s traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The final report must describe and summarize the project in detail; wherever feasible, graphics, figures, data, and equations are to be included. (Contact advisor for prior approval and registration instructions.)

CRIMJUS 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.

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.)
**Master of Science in Engineering**

www.uwplatt.edu/disted

**Contact: Lisa A. Reidle, Ph.D.**

Program Coordinator  
Master of Science in Engineering  
University of Wisconsin-Platteville  
1 University Plaza  
Platteville, WI 53818  
**Telephone:** 608.342.1686  
**Fax:** 608.342.1566  
**E-mail:** engineering@uwplatt.edu

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

**Student Learning Outcomes**  
Graduates will:

1. demonstrate 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 coursework 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, engineering 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 website (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 website at 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 from each of the following areas:

**Mathematics:**
- ENGRG 5030 Linear Algebra
- ENGRG 6050 Applied Statistics

**Computer Applications:**
- ENGRG 7030 Simulation Modeling of Engineering Systems
- ENGRG 7830 Optimization with Engineering Applications

**Technical Communications:**
- ENGRG 5000 Engineering Communications

**Engineering Management:**
- ENGRG 7800 Engineering Management

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

**Applications in Engineering Management:**
- ENGRG 7810 Advanced Production and Operations Analysis
- ENGRG 7820 Quality Engineering and Management
- ENGRG 7830 Advanced Cost and Value Analysis
- ENGRG 7840 Systems Engineering Management
- ENGRG 7850 Taguchi Method of Designing Experiments
- ENGRG 7860 Lean Technologies

**Control Systems:**
- ENGRG 7310 Control Systems Engineering
- ENGRG 7320 Modern Control Systems
- ENGRG 7340 Digital Control Systems
**Structural/Geotechnical Engineering:**

Students who choose the Structural/Geotechnical Engineering emphasis must complete the core required mathematics course, ENGRG 5030 Linear Algebra, followed by ENGRG 7540, Advanced Finite Element Method (or an equivalent course). They must then complete 15 additional credits from the list below including at least one Structural Engineering (Str) course and one Geotechnical Engineering (Geo) course. Nine credit hours must be from the Geotechnical (Geo) emphasis and must be completed in sequential order.

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

**SECTION C: ELECTIVE COURSES**

A total of nine elective credits can be selected from Section C or from any of the courses in Sections A and B not previously taken. Electives currently identified are listed below. Additional electives may be available through transfer and/or other arrangements. Contact the Program Coordinator for more information.

- ENGRG 7930 Special Topics in Engineering (1-3 credits)
- ENGRG 7980 Independent Study in Engineering (1-3 credits)
- PM 7010 Project Management Techniques I
- PM 7020 Project Management Techniques II

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

**Certificate in Engineering Management (Effective September 1, 2010)**

A 12-credit Certificate in Engineering Management is available entirely online for people who desire a foundation in basic management skills but are not currently pursuing a master's degree. Credits earned for the certificate can later be applied toward the Master of Science in Engineering.

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

**Certificate in Geotechnical Engineering**

A certificate in Geotechnical Engineering is available entirely online for people who desire a foundation in Geotechnical skills. This certificate allows individuals to gain knowledge in the area that will assist them most in their professional situation. Credits earned for the certificate can later be applied toward the Master of Science in Engineering offered online through UW-Platteville. The certificate is comprised of twelve credits (four courses). Each course is worth three credits.

**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
- 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 Geotechnical Engineering and the following two Structural courses:

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

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 7110  3 credits
Management Decision Analysis

A presentation of theory and applications of quantitative decision methods used in the business setting. Topics include decision theory, linear programming, PERT/CPM, forecasting and inventory control. P: a statistics course or consent of the instructor.

ENGRG 5000  3 credits
Engineering Communication

Emphasizes methods of communication in the engineering workplace, including the development and writing of proposals, technical manuals, design reports, and business presentations. Effective teamwork communication strategies for virtual and co-located project teams will be addressed.

ENGRG 5030  3 credits
Linear Algebra

This course is an online introductory course in linear algebra. This foundation course is designed to prepare a student for study in the Master of Science in Engineering program. Matrices, systems of equations, determinants, eigenvalues, eigenvectors, vector spaces, linear transformations, and diagonalization. This course is not appropriate for students seeking a MS or MA degree in mathematics. P: MATH 2740 with a grade of “C” or better.

ENGRG 6230  3 credits
Structural Steel Design with LRFD

The purpose of this course is to introduce students to the design of steel structures by the load and resistance factor design (LRFD) method. The newest steel specification requires a strength method (like LRFD) to be used. The allowable stress method (ASD) has been renamed the allowable strength method, and is based on many of the principles of LRFD design. A general overview of the new ASD method will be given, but the focus of the class will be on designing structures with LRFD. Students will learn to design tension and compression members, beams and beam-columns, and connections. A low-rise steel office building will be designed throughout the semester as a group design project. P: CIVILENG 3100 - Structural Mechanics (or equivalent) is required. Familiarity with a structural analysis program (e.g., RISA-2D, STAAD, etc.) will be beneficial but not required.

ENGRG 7030  3 credits
Simulation Modeling of Engineering Systems

This introductory course is applied simulation taught at the graduate level. It is also a system analysis course. Students learn how to analyze systems and how to represent them in the simulation model. Students are expected to bring topics and problems to class and to contribute in significant discussion about the material. This is a hands-on course. Students are taught simulation theory through practice in developing more and more complex models. The course includes a range of simulation styles including: basic manual simulation (rolling dice, random number tables); simple automated simulation (use of general purpose software like BASIC, spreadsheets, macros); traditional simulation (coded programs with tabular results); real time monitoring (graphic displays during simulation); and state-of-the-art object oriented software (including two and three dimensional animation). P: A calculus-based statistics course is required. No prior knowledge of simulation is required, nor is any computer programming experience. Basic familiarity with computing in general is needed (files, folders, basic editing operations, etc.), but nothing advanced. A fundamental understanding of probability and statistics is needed.
ENGRG 7070 3 credits
Optimization with Engineering Applications

Students will be able to solve a variety of optimization problems using optimization software or the optimization routines available in spreadsheets (e.g. Excel or Quattro). Linear, nonlinear, 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: ENGRG 7260 or equivalent.

ENGRG 7280 3 credits
Geosynthetics Engineering

This course is designed to fully prepare a student with only an introductory course in soil mechanics to recognize, design, and analyze the geosynthetic alternatives to traditional civil engineering project features such as: 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
Control Systems Engineering

This course is intended as a first semester graduate course designed for distance education. It covers the basics for building a practical control system incorporating a microcontroller or PLC. Basic electronics, logic, programming for microprocessors and PLC’s, fractional horsepower motors, and sensors will be introduced. Control theory implementing electro-mechanical systems will be reviewed. P: consent of instructor.

ENGRG 7320 3 credits
Modern Control Systems

This course is intended as a second semester course in the MOE Program in EE. It develops analysis and synthesis techniques for linear dynamical systems using the tools from matrix theory, linear algebra, and Laplace transform. P: BS degree in engineering and ENGRG 7310.

ENGRG 7340 3 credits
Digital Control Systems

This course is designed to 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, with some background in Automatic Control Area. ENGRG 7310 and ENGRG 7320.
ENGRG 7510  3 credits

Design of Experiments
This course on Design of Experiments (DOE) provides experiences in planning, conducting, and analyzing statistically designed experiments. The methods of DOE may be applied to design or improve products and processes. Analysis of variance (ANOVA), test of hypothesis, confidence interval estimation, response surface methods, and other statistical methods are applied in this course to set values for design, process, or control factors so that one or more responses will be optimized, even when noise factors are present in the system. This course is designed to teach the nuts and bolts of DOE as simply as possible. P: MATH 4030 or ENGRG 6050, or consent of instructor.

ENGRG 7520  3 credits

Design for Manufacturability
A major portion of the costs and in turn the profitability of manufacturing organizations are affected by the quality of the design of their products. Building quality into the design will call upon engineers to systematically design a product and/or process so that it can be produced with lowest costs, rapid response time, and meet customers' expectations. This will require the integration of design, manufacturing, management, and economic principles. The course will address this overall integration and focus on the design for manufacturing aspects so as to provide faster time to market, productive utilization of equipment, faster delivery, improved quality, reduced cost, and effective continuous improvement. Students will be able to systematically design a product and/or process so that it can be produced with lowest costs, rapid response time, and meet customers' expectations. In doing so, they will be able to identify opportunity for design, address technical considerations of design & manufacturing, and make a business decision on feasibility of design.

ENGRG 7540  3 credits

Advanced Finite Element Method
Introduces the finite element method. Emphasizes beam and frame analysis, plane strain, axisymmetric, and three-dimensional stress analysis. Includes dynamic analysis and field problems, such as heat transfer. Utilizes readily available finite element computer programs to solve stress analysis, heat transfer, thermal stresses, etc. P: BS in Engineering or related field.

ENGRG 7550  3 credits

Product Design and Development
This course examines the front end of the product development process. Topics include: organization and management issues associated with the product development process; the identification of customer needs and the translation of these needs into product performance specifications; methodologies for the generation and selection of concepts; developing the product architecture with emphasis on creating interfaces, prototyping and design for manufacturing.
ENGRG 7830 3 credits

**Advanced Cost and Value Analysis**

Introduction to the concepts of value within the manufacturing environment. Investigation of various methods of increasing value and defining value are considered. Emphasis is on creating value for the customer through application of sound economic analysis and manufacturing methods improvements. Value Engineering including function analysis. Value Stream Mapping and 5S applications are studied in the context of Lean Manufacturing methods.

ENGRG 7840 3 credits

**Systems Engineering Management**

New technologies and time constraints need to meet the challenges of satisfying customer needs such as performance, quality, and 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 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 ENGRG 6050, or consent of instructor.

ENGRG 7860 3 credits

**Continuous Improvement with Lean Principles**

(Being developed and approved – plans are to first offer this course spring 2011.) Development and applications of continuous improvement as a strategy. Overview of the Toyota Production System. Lean principles including stability, standardization, just-in-time, jidoka, and involvement. Examples from manufacturing, service, and office settings. Specific techniques which support continuous improvement including 5S, total productive maintenance, standardized work, production leveling, kanban systems, value stream mapping, poka-yoke, and A3 reporting. Methods for creating and sustaining a culture of continuous improvement.

ENGRG 7930 1-3 credits

**Special Topics in Engineering**

Various engineering topics will be explored. Topics vary.

ENGRG 7980 1-3 credits

**Independent Study in Engineering**

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

PROJMG 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.

PROJMG 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: PROJMG 7010
Master of Science in Project Management

www.uwplatt.edu/disted

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Statement of Purpose
The purpose of the Project Management program is to serve graduate students in the online environment by improving their business and project management competencies, providing them with professional development opportunities as project management practitioners, and enhancing their prospects for continued advancement in their chosen industry or field of endeavor.

Student Learning Outcomes
Graduates will:
1. 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 percent 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, who meets admission requirements, and who has the desire to learn about project management. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills that are needed in managing today’s workplace while earning graduate credits toward an advanced degree. The curriculum has been designed to follow the Guide to the Project Management Body of Knowledge (PMBOK® Guide), which forms the foundation needed to obtain the Project Management Professional (PMP®) credential. The MSPM program is accredited by the Global Accreditation Center of the Project Management Institute (PMI), a widely accepted “gold standard” in project management education. UW-Platteville is also a PMI Global Registered Education Provider. Each three-credit course is equivalent to 45 Professional Development Units (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 register directly for online courses at UWP’s distance learning website (www.uwplatt.edu/disted). A maximum of 12 credits may be taken as a special student.

Curriculum

The Master of Science in Project Management is earned upon the successful completion of 30-36 credit hours (total varies depending upon how many business foundation courses are required based on the student’s approved degree plan). All courses are three credits unless otherwise noted.

Business Foundation Courses (0-9 credits as identified in student’s approved degree plan)

- ACCTING 7000 Managerial Accounting
- BUSADMIN 5530 Organizational Behavior
- COMMNCTN 5010 Business Communication

Project Management Core Courses (15 credits)

- PROJMGT 7010 Project Management Techniques I
- PROJMGT 7020 Project Management Techniques II
- PROJMGT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams OR COMMNCTN 7330 Organizational Communication

Elective Courses (12-15 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.

- BUSADMIN 5030 Human Resource Management
- BUSADMIN 5100 Compensation Management
- BUSADMIN 5340 Management, Gender, and Race
- BUSADMIN 5500 Employee Training and Development
- BUSADMIN 5540 Quality Management
- BUSADMIN 5620 Financial Management
- BUSADMIN 5650 International Financial Management
- BUSADMIN 5720 International Marketing
- BUSADMIN 5740 Consumer Behavior
- BUSADMIN 6100 Supply Chain Management
- BUSADMIN 6200 Employee Recruitment and Selection
- BUSADMIN 6330 Labor-Management Relations
- BUSADMIN 6630 Marketing Management

- PROJMGT 7080 Project Scope Management OR
- BUSADMIN 7540 Advanced Quality Management
- PROJMGT 7840 Project Management Capstone*

* With the program coordinator’s approval, PROJMGT 7920 Seminar Research or PROJMGT 7990 Thesis Research may be substituted for PROJMGT 7840. Both options require adequate preparation in scholarly research and formal writing, or completion of COMMNCTN 7330 as a prerequisite. Thesis Research (PROJMGT 7990) also requires completion of a research methods course.
• BUSADMIN 7110 Management Decision Analysis
• BUSADMIN 7540 Advanced Quality Management* 
• COMMNCTN 5800 Meeting & Event Management
• COMMNCTN 7330 Organizational Communication* 
• ENGRG 6050 Applied Statistics 
• ENGRG 7810 Advanced Production and Operations Analysis
• ENGRG 7850 Taguchi Method of Designing Experiments
• PHLSPHY 7530 Business Ethics
• PROJMGT 7030 Project Risk Management
• PROJMGT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams*
• PROJMGT 7050 Project Procurement Management
• PROJMGT 7060 Advanced Tools and Techniques for Project Management
• PROJMGT 7070 Program Management (formerly Managing Multiple Projects)
• PROJMGT 7080 Project Scope Management*
• PROJMGT 7100 Legal Environment of Meetings
• PROJMGT 7920 Seminar Paper Research
• PROJMGT 7940 Special Topics in Project Management. (1-3 cr)
• PROJMGT 7980 Independent Study in Project Management. (1-4 cr)
• PROJMGT 7990 Thesis Research (3 cr)

* Available as an elective course if not selected for core category

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

Certificates in Project Management

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 MS in Project Management. 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 may enroll in these courses as a Special Student.

• PROJMGT 7010 Project Management Techniques I
• PROJMGT 7020 Project Management Techniques II
• BUSADMIN 5540 Quality Management OR BUSADMIN 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 toward the certificate program.

Together, the courses in this certificate address the nine areas of the Guide to the Project Management Body of Knowledge (PMBOK® Guide), and provide many of the competencies needed to prepare for the Project Management Professional (PMP®) Certification Examination. For more information on the Project Management Institute and its PMP Certification Examination, go to www.pmi.org and click on Career Development, then Certification & Credentials.

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:

• PROJMGT 7030 Project Risk Management
• PROJMGT 7050 Project Procurement Management

Choose one of the following three

  o PROJMGT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams OR
  o PROJMGT 7060 Advanced Project Management Tools and Techniques OR
  o PROJMGT 7980 Independent Study in Project Management. (1-4 cr)

TRANSFER AGREEMENTS: INFORMATION AND ADDITIONAL PROVISIONS

UWP maintains transfer and credit agreements with a variety of external education partners. UWP awards transfer credits for incoming MSPM students who have fulfilled the requirements for one of these agreements. Please see www.uwplatt.edu/disted/project-management-transfer-agreements.html and www.uwplatt.edu/disted/project-management-credit-for-life.html for more information about these agreements.

Some students have earned multiple credentials and/or certificates from institutions which participate in transfer or credit agreements with UWP. A common example is the student who holds the Project Management Professional (PMP®) credential from the Project Management Institute (PMI®), and earns a certificate from one of the partners listed on the MSPM website. The PMP is valued at 3 elective credits, and the certificate programs are valued at 6 to 12 credits (depending on program).

PLEASE NOTE: UWP allows credit from only one participating program partner or credential to count toward degree completion. This means that you can receive 1) transfer credit from the UC-Irvine programs, for example, OR 2) credit for the PMP credential, but not both. Consult your advisor or the program director (projectmgmt@uwplatt.edu) with any questions about transfer and credit agreements.
Course Descriptions

ACCTING 7000 3 credits
Managerial Accounting
An overview of fundamental accounting concepts as they apply to financial reporting and managerial decision making. The course covers the development of income statement and balance sheet information, the use of operational data in profit planning, the interpretation of variances, budgeting, and project costing approaches.

BUSADMIN 5030 3 credits
Human Resource Management
An introduction to topics such as human resource planning, equal employment opportunity, selection, training and development, performance appraisal, compensation, safety and health, and employee and labor relations. The impact of laws and of societal and business trends on human resource functions is also presented. Each manager’s role in dealing with human resources is emphasized.

BUSADMIN 5100 3 credits
Compensation Management
An exploration of the discipline of compensation management. The processes of job analysis and job evaluation are discussed as methods to determine internal pay equity. Market wage surveys are presented as a means to ensure external equity. Wage scale development and various employee benefit options are discussed. Other topics include wage and benefit-related laws, performance appraisal, and motivation theories. P: BUSADMIN 5030 or consent of instructor.

BUSADMIN 5340 3 credits
Management, Gender and Race
(Offered under BUSADMIN 5340 and WOMSTD 5340)
This course reviews the changing nature of management and explains why gender and race/ethnicity have become important considerations in business. It examines the status of women and people of color in managerial or administrative positions and discusses socialization processes, stereotypes, equal employment opportunity laws, illegal harassment, and power in organizations. Networking, mentoring, work/life balance, and career planning also are addressed.

BUSADMIN 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 6100 3 credits
Supply Chain Management

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

BUSADMIN 6200 3 credits
Employee Recruitment and Selection

This course provides students with an understanding of these two critical processes in a variety of organizational settings. Throughout the course, students acquire and then demonstrate a knowledge base in each of these areas by completing various projects. At the end of the course, students are prepared to conduct efficient and effective recruiting and selection programs within the human resources department of organizations. P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6330 3 credits
Labor-Management Relations

Gives an overview of the process of labor relations, in which management deals with employees who are represented by a union. The history of major labor unions and primary labor laws and court cases are covered, along with the general structure and operational aspects of today’s labor organizations. Union certification, collective bargaining, and dispute resolution are discussed in detail. Students also participate in a mock labor contract negotiation project and analyze sample grievances. P: BUSADMIN 5030 or consent of instructor or department chair.

BUSADMIN 6630 3 credits
Marketing Management

The determination of market policy; marketing administration and application of principles pertaining to management of marketing resources. P: Two marketing courses or consent of the instructor or department chair.

BUSADMIN 7110 3 credits
Management Decision Analysis

A presentation of theory and applications of quantitative decision methods used in the business setting. Topics include decision theory, linear programming, PERT/CPM, forecasting and inventory control. P: a statistics course or consent of the instructor.

BUSADMIN 7540 3 credits
Advanced Quality Management

This course focuses on achieving quality through continuous improvement of processes, customer satisfaction, and creation of a team environment. Emphasis on major tenets of the field, systems thinking, Hoshin planning, and data collection and analysis. P: BUSADMIN 3540/5540 Quality Management or consent of the instructor.

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 5800 3 credits
Meeting and Event Management

(NOTE: will first be offered spring 2011.) 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

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

ENGRG 6050 3 credits
Applied Statistics

This course is an online introductory course in statistics. This foundation course is designed to prepare a student for study in the Master of Science in Engineering program or the Master of Science in Project Management program. This course will cover basic concepts of probability, discrete and continuous random variables, confidence intervals, hypothesis testing, and applications of statistics including simple linear regression, multiple regression, basic design of experiments and ANOVA. This course is not appropriate for students seeking a MS or MA degree in mathematics. P: MATH 2740 with a grade of “C” or better.
ENGRG 7810  3 credits  Advanced Production and Operations Analysis

Tools and techniques associated with planning and controlling in the production environment including forecasting, aggregate planning, master production scheduling, materials requirement planning, and shop floor control. Integrated aspects of manufacturing resource planning and enterprise resource planning as well as the effects of just-in-time management and theory of constraints.

ENGRG 7850  3 credits  Taguchi Methods of Designing Experiments

This course will provide experience in applying Taguchi Methods for designing robust products and processes. Taguchi Methods may be considered as “cookbook” approaches to designing and analyzing industrial experiments. Students will learn to plan a project and develop strategies for experiments. Definition of controllable factors, noise factors, responses, and quality characteristics (both dynamic and static) in a project will be discussed. Applications of orthogonal arrays, signal-to-noise ratio, mean-squared deviation, loss function, ANOVA, and related topics will be covered. P: MATH 4030 or MATH 6030 or ENGRG 6050, or consent of instructor.

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
Program Management

Programs, and the projects and ongoing operations that make them up, are the means by which new products, services and processes are developed, operated, supported and enhanced. As a result, the ability to successfully manage programs is critical to overall performance and profitability. Topics include knowledge, skills and techniques to manage multiple projects or programs effectively within the organizational context, and the knowledge, skills, and competencies required to transition from a project manager to a program manager. P: PROJMGT 7010 and PROJMGT 7020.

PROJMGT 7080  3 credits
Project Scope Management

Project scope management includes the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully. Defining scope ensures the successful management of the other key project management areas, including time, cost, and quality, since it is the foundation upon which the schedule, the budget, the resource plan, and the overall project management plan, are prepared. Topics include scope management planning, scope definition, work breakdown structures, scope verification, and scope change control. P: PROJMGT 7010 and 7020

PROJMGT 7100  3 credits
Legal Environment of Meetings

(NOTE: will first be offered summer 2011.) This course will introduce students to the federal, state, and local laws that most commonly impact the planning and managing of meetings and events as well as laws and legal issues facing business owners. Meetings industry contracts between meeting organizers and venues, vendors, and suppliers will be explored in depth. Case law and issues raised in trade press will be used to explore and illustrate legal issues in the areas of sale and service of alcohol, Americans with Disabilities Act, intellectual property, injury to attendees, damage to property, and more. The focus will be on U.S. laws, but laws of other countries will be introduced when pertinent and adjudication of international disputes will be discussed in the case study context. P: COMMTCN 5800 or suitable professional credential or consent of instructor or program director.

PROJMGT 7840  3 credits
Project Management Capstone

This course draws on the business foundation and project management concepts, theories and techniques, specifically emphasizing the role of the project manager in implementing and accomplishing project plans and objectives. Students may draw on topics from their workplace or may choose from projects provided by companies in our local area requesting consulting services in developing feasibility studies and project proposals. Note that the ability to assign such a “real world” project depends on the availability of companies interested in such analyses at the time. P: PROJMGT 7010 and 7020 and all required foundation and core courses.

PROJMGT 7920  3 credits
Seminar Paper Research

Based on individual interest and consultation with an advisor, the student will be required to write an advanced research paper on a specific topic; the independent empirical research should serve as a capstone to the student’s education experience and as a bridge to the student’s future in the project management discipline. P: all coursework toward the degree must be completed prior to registering for 7920.

PROJMGT 7940  1-3 credits
Special Topics in Project Management

Designed to present to students specialized topics in the field of Project Management depending upon interest of students and approval of staff. P: PROJMGT 7010 and 7020 or consent of instructor or department chair.

PROJMGT 7980  1-4 credits
Independent Study in Project Management

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student’s advisor and the graduate dean. Approval must be secured from the department faculty member and the student’s advisor before independent study courses are begun by completing a form available from program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved. P: PROJMGT 7010 and 7020 or consent of instructor or department chair.

PROJMGT 7990  3 credits
Thesis Research

Completion and defense of a carefully delineated scholarly work advancing an original point of view as a result of research. The topic chosen must reflect the student’s area of emphasis, if any, and must be approved by a thesis committee. P: PROJMGT 7010, PROJMGT7020, BUSADMIN 7540, COMM 7330. If selected, this catalog course replaces the required core course PROJMGT 7840 Project Management Capstone. (Contact advisor for prior approval and registration instructions.)
Graduate Faculty

Associate Membership

Brooke, Wendy A. (2007); Assistant Professor, Business Administration, Department of Business and Accounting; B.S., Missouri State University; M.S., University of Wisconsin-Platteville.

Burton, Sabina (2009); Assistant Professor, Criminal Justice, Department of Criminal Justice; B.S., M.S., University of Munich (Germany); Ph.D., University of California at Irvine.

Carey, Delbert P. (2005); Senior Lecturer, History, Department of Social Sciences; B.S., University of Wisconsin-Platteville; M.A., Ph.D., Marquette University.

Gavin, Donna M. (1996); Senior Lecturer; Computer Science, Department of Computer Science and Software Engineering; B.A., St. Xavier College; M.S., Nova Southeastern University of Florida.

Gias, Sharif (2008); Assistant Professor, Business Administration, Department of Business and Accounting; B.B.A., North South University; M.B.A., Delaware State University.

Grunow, Jodean E. (2002); Lecturer, Mathematics, Department of Mathematics; B.S., University of Wisconsin-Platteville; M.S., Ph.D., University of Wisconsin-Madison.

Hu, Yuanyuan (2007); Assistant Professor, English, Department of Humanities; B.A., Hangzhou University (China); M.A., Zhejiang University (China); Ph.D., Purdue University.

Jarrard, James L. (2005); Lecturer; Business, Department of Business and Accounting; B.A., Loras College, M.B.A., University of Iowa.

Karsten, Margaret F. (1981); Professor, Business Administration, Department of Business and Accounting; Coordinator, Business Administration Program at a Distance (Print-based); B.A., Winona State University; M.B.A., University of Wisconsin-Madison.

Kershaw, Thomas N. (2009); Engineering Program; B.S., M.S., D.E., Rensselaer Polytechnic Institute.

Leitch, Daniel E. (2008); Assistant Professor; Education, School of Education; B.A., Bowling Green State University; M.S.E., University of Wisconsin-Stevens Point; Ph.D., University of Wisconsin-Madison.


Monhardt, Leigh C. (2007); Associate Professor, Education, School of Education; B.A., Luther College; M.S., Ph.D., University of Iowa.

Nzegwu, Louis I. (1991); Professor, Business Administration, Department of Business and Accounting; B.S., Alcorn State University; M.B.A., Morgan State University; M.Ed., University of Southern Mississippi.

Omachonu, Florence (2008); Assistant Professor, Education, School of Education; B.A., University of District of Columbia; M.Ed., George Mason University.

Perkins, Madonna J. (1990); Professor, Business Administration, Department of Business and Accounting; B.S., University of Wisconsin-Platteville; M.B.A., University of Dubuque.

Ringgenberg, Scott W. (2000); Assistant Professor, Physical Education, School of Education; B.S., M.S., University of Wisconsin-La Crosse; Ed.D., Edgewood College.

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Rogers, Richard (2007); M.S.E., Adult Education Off Campus Program; B.S. and M.S., University of Wisconsin-La Crosse; Ph.D., University of Wyoming.

Ruffner, Karen Blake (2010); Assistant Professor, Education, School of Education; B.A., University of Illinois at Urbana-Champaign; M.S.E., Northern Illinois University; Ed.D., National-Louis University.

Steinback, Thomas R. (2007); Assistant Professor, Business Administration, Department of Business and Accounting; B.A., Ambassador College (England); M.B.A., Syracuse University.
Stinson, Karen (2010); Director, School of Education; B.A., M.A., Ed.D., University of Northern Iowa.

Storlie, Christine (2008); Distance Learning Coordinator and Lecturer, Business and Accounting, Department of Business and Accounting; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., Capella University.

Full Membership

Anderson, Laura J. (1996); Associate Professor, Foreign Languages (French & Spanish), Department of Humanities; 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; 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); Professor, Criminal Justice, Department of Criminal Justice; B.S., M.A., University of Toledo; Ph.D., North Carolina State University.

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

Barraclough, Dominic J. (1999); Professor, 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; Director, Pioneer Academic Center for Community Engagement; B.S., Iowa State University; M.S., North Carolina State University; Ph.D., University of Nebraska-Lincoln.

Bockhop, Richard L. (2002); Associate Professor, Agriculture, School of Agriculture; B.S., M.S.E., University of Wisconsin-Platteville; Ph.D., Iowa State University.

Bouck, Linda H. (2000); Professor, Industrial Studies, Department of Industrial Studies; B.S., Winona State University; M.S., University of Wisconsin-Stout; Ed.D., Texas A & M University.

Boyles, David C. (1990); Professor, Mathematics, Department of Mathematics; B.S., M.S., Northern Illinois University; Ph.D., University of Wisconsin-Madison.

Bromley, Patricia L. (1992); Professor, Psychology, Department of Psychology; M.S.E. Adult Education Coordinator, School of Education; B.A., University of Wisconsin-Madison; M.S.E., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.

Broussard, Rosalyn S. (1996); Professor, Political Science, Department of Social Sciences; B.A., Southern University; M.A., Ph.D., State University of New York at Binghamton.

Bunte, Alison B. (1994); Professor, Education, School of Education; Assistant Dean, College of Liberal Arts and Education; B.S., Southwest Missouri State University; M.A., University of Missouri-Columbia; Ph.D., Southern Illinois University.

Burns, Teresa M. (1994); Professor, English, Department of Humanities; Director, Women’s Studies Program; B.A., M.A., University of Florida; Ph.D., University of Houston.

Calcatera, Robert A. (1983); Professor, Mathematics, Department of Mathematics; B.S., Brooklyn College; M.A., Ph.D., University of Wisconsin-Madison.

Caywood, Thomas E. (1991); Professor, Criminal Justice, Department of Criminal Justice; Chair, Department of Criminal Justice; B.S., M.S., Central Missouri State University; Ph.D., Sam Houston State University.

Ceylan, Tamer (1982); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Wisconsin-Madison. Registered Professional Engineer.

Ciesielski, Dennis J. (1997); Professor, English, Department of Humanities; B.A., Arkansas College; M.A., Ph.D., Southern Illinois University.

Clifton, Joseph M. (1984); Professor, Software Engineering, Department of Computer Science and Software Engineering; Chair, Department of Computer Science and Software Engineering; B.S., University of Wisconsin-Platteville; Ph.D., Iowa State University.

Clough, Jill M. (1985); Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., Ph.D., University of Iowa.
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; Director, School of Agriculture; A.A.S., Danville Area Community College; B.S., M.S., Southern Illinois University; Ph.D., Virginia Polytechnic University.

Conway, Robert C. (1990); Professor, Accounting, Department of Business and Accounting; B.A., University of Wisconsin-Madison; M.S., University of Wisconsin-Whitewater; M.S., Ph.D., University of Wisconsin-Madison.

Cornett, Charles R. (2001); Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., King College; Ph.D., University of Kentucky.

Dalecki, Michael G. (1991); Professor, Sociology, Department of Social Sciences; B.S., University of Wisconsin-Platteville; M.S., Texas Christian University; Ph.D., Pennsylvania State University.

Deis, Timothy M. (1999); Professor, Mathematics, Department of Mathematics; B.S., M.A., Mankato State University; M.S., Ph.D., University of Nebraska-Lincoln.

Demaree, Robert K. (1992); Professor, Music, Department of Performing and Visual Arts; B.S., Indiana University; M.A., University of Iowa; D.M.A., University of Illinois at Urbana-Champaign.

Drefcinski, Shane D. (1997); Professor, Philosophy, Department of Humanities; Director, General Education and Assessment Coordinator; B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.

Drummond, Martha D. (1991); Associate Professor, English, Department of Humanities; B.A., Auburn University; M.E., Georgia State University; M.A., West Georgia College; Ph.D., University of Southern Mississippi-Hattiesburg.

Ellis, Barry L. (1991); Professor, Music, Department of Performing and Visual Arts; B.M., Furman University; M.M., Virginia Commonwealth University; Ed.D., University of Illinois at Urbana-Champaign.

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

Evensen, Harold T. (1999); Professor, Engineering Physics, Department of Chemistry and Engineering Physics; B.S., Michigan Technological University; M.S., Ph.D., University of Wisconsin-Madison.

Evenson, Mark C. (1997); Associate Professor, Foreign Languages (Spanish), Department of Humanities; B.A., M.A., Middlebury College; Ph.D., University of Wisconsin-Madison.

Ford, Duane M. (1999); Professor, Agriculture, School of Agriculture; Interim Provost & Vice Chancellor for Academic Affairs; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., Iowa State University.

Frieders, Elizabeth M. (1997); Professor, Biology, Department of Biology; B.A., St. Olaf College; M.S., Ph.D., University of Minnesota, St. Paul.

Gates, Elizabeth A. (2000); Associate Professor, Psychology, Department of Psychology; Chair, Department of Psychology; B.A., Grinnel College; M.A., Ph.D., University of Iowa.

Gunser, Roxane M. (1996); Professor, Business Administration, Department of Business and Accounting; B.A., Hope College; M.S., Northern Illinois University; Ph.D., University of Oklahoma.

Hadorn, Peter T. (1997); Associate Professor, English, Department of Humanities; B.A., James Madison University; A.M., Ph.D., University of Illinois.

Hagen, Patrick G. (1996); Associate Professor, Foreign Languages (German), Department of Humanities; Chair, Department of Humanities; B.A., M.A., Ph.D., University of Wisconsin-Madison.

Hale, J. Keith (2006); Assistant Professor, English, Department of Humanities; B.A., University of Texas at Austin; M.A., University of Central Arkansas; Ph.D., Purdue University.

Hamilton, James P. (1995); Professor, Chemistry, Department of Chemistry and Engineering Physics; Director, Nanotechnology Center for Collaborative Research and Design; B.A., University of Maine-Orono; Ph.D., University of Wisconsin-Madison.

Hammermeister, John F. (2005); Assistant Professor, Business Administration; Department of Business and Accounting; B.A., Augustana College; M.B.A., University of Oregon.
Hansen, Susan L. (1991); Professor, Business Administration, Department of Business and Accounting; Interim Dean, College of Business, Industry, Life Science & Agriculture; B.A., Bethany College; M.B.A., University of Missouri-Kansas City; Ph.D., Argosy University-Sarasota.

Hasker, Robert W. (1996); Professor, Software Engineering, Department of Computer Science and Software Engineering; B.S., Wheaton College; Ph.D., University of Illinois at Urbana-Champaign.

Hunt, Thomas C. (1999); Professor, Horticulture, School of Agriculture; Director, Reclamation, Environment and Conservation, School of Agriculture; B.S., M.S., Ph.D., University of Wisconsin-Madison.

Ira, Michael S. (2000); Associate Professor, Mathematics, Department of Mathematics; B.S., University of Wisconsin-La Crosse; M.S., Ph.D., University of Nebraska-Lincoln.

Iselin, Walter C. (1979); Professor, Physical Education and Health, School of Education; Director, Clinical Experience and Education Placement, School of Education; Coordinator, M.S.E. Program in Wuhan, China; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., University of Wisconsin-Madison.

Jeske, Clement T. (1984); Professor, Mathematics, Department of Mathematics; B.S., M.A., Ph.D., University of Wisconsin-Madison.

Jinkins, Patricia A. (2001); Associate Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., University of Tennessee; D.E., Texas A & M University.

Kaiser, Colleen R. (1998); Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison.

Kinwa-Muzinga, Annie (2002); Associate Professor, Agriculture, School of Agriculture; B.A., University of Kinshasa (Democratic Republic of Congo); M.B.A., Ph.D., University of Illinois.

Kirk, Rea H. (1996); Professor, Education, School of Education; B.A., UCLA; M.S., Eastern Montana College; Ed.D., University of Southern California.

Kleisath, Stephen W. (1980); Professor, Business Administration, Department of Business and Accounting; Chair, Department of Business and Accounting; B.S., Pennsylvania State University; M.S., University of Nebraska-Omaha; D.B.A., Nova Southeastern University of Florida.

Krugler, David F. (1997); Professor, History, Department of Social Sciences; B.A., Creighton University; M.A., Ph.D., University of Illinois at Urbana-Champaign.

Kunz, David N. (1997); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; Chair, Department of Mechanical and Industrial Engineering; B.S., University of Michigan; M.S., University of Wyoming; Ph.D., University of Wisconsin-Madison.

Landgraf, Lisa M. (2007); Assistant Professor, Computer Science, Department of Computer Science and Software Engineering; B.S., Iowa State University; M.A., University of Iowa; Ph.D., Nova Southeastern University.

Liska, Terrence L. (1980); Professor, Economics, Department of Social Sciences; B.A., M.A., Ph.D., University of Wisconsin-Milwaukee.

McBeth, William C. (1996); Professor, Education, School of Education; B.S., M.S., University of Nebraska-Lincoln; Ph.D., Southern Illinois University.

McDonald, Julia K. (2000); Professor, Mathematics, Department of Mathematics; Chair, Department of Mathematics; B.S., M.Ed., University of Wisconsin-Platteville; M.S., Ph.D., University of Iowa.

Mee, Michael O. (1991); Professor, Agricultural Sciences, School of Agriculture; B.S., University of Wisconsin-Platteville; M.S., Ph.D., Kansas State University.

Mendis, Chanaka (2004); Associate Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., State University of New York at Old Westbury; M.S., Ph.D., Georgetown University.

Metzloff, Kyle E. (1998); Professor, Industrial Studies, Department of Industrial Studies; B.S., University of Missouri-Rolla; M.S., Ph.D., University of Wisconsin-Madison.

Meyers, Mark S. (2000); Professor, Civil Engineering, Department of Civil and Environmental Engineering; Chair, Department of Civil and Environmental Engineering; B.S., University of Wisconsin-Platteville; M.S., Ph.D., University of Cincinnati. Registered Professional Engineer.

Momot, Michael E. (1997); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Ph.D., Purdue University.
Muslu, Mesut (1986); Professor, Electrical Engineering, Department of Electrical Engineering; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Missouri-Rolla. Registered Professional Engineer.

Narayan, Chetna (1988); Professor, Psychology, Department of Psychology; B.A., University of Delhi (India); M.A., Jawaharlal Nehru University (India); M.S., Ph.D., Iowa State University.

Nelson, Paula M. (1988); Professor, History, Department of Social Sciences; B.A., Southwest State University; M.A., University of South Dakota; Ph.D., University of Iowa.

Nimocks, Mittie J. (1986); Professor, Speech, Department of Performing and Visual Arts; Dean, College of Liberal Arts and Education; B.S., University of Southern Mississippi; M.A., University of Illinois; Ph.D., University of Florida.

Nkemnji, John F. (1988); Professor, Education, School of Education; B.A., University of Wyoming; M.Ed., Ph.D., University of Texas-Austin.

Ofulue, Esther N. (1999); Professor, Biology, Department of Biology; B.S., University of Nigeria; M.S., University of Ibadan (Nigeria); Ph.D., University of British Columbia-Vancouver (Canada).

Owusu-Ababio, Samuel (1991); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Science and Technology (Ghana, West Africa); M.S., Ph.D., University of Massachusetts at Amherst.

Parker, Philip J. (1998); Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., Ph.D., Clarkson University.

Parsons, Theron E., IV. (1996); Professor, Psychology, Department of Psychology; B.A., King College; M.S., Ph.D., University of Georgia.

Peckham, Brian W. (1987); Associate Professor, Economics, Department of Social Sciences; B.A., Stanford University; M.A., Ph.D., University of Wisconsin-Madison.

Penn, Michael R. (1997); Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., M.S., University of Michigan; Ph.D., Michigan Technological University.

Price, Susan G. (1988); Professor, Agricultural Sciences, School of Agriculture; M.S., University of Wisconsin-Madison; D.V.M., Purdue University.

Ranney, Arthur L. (1998); Professor, Communication Technologies, Department of Communication Technologies; Chair, Department of Communication Technologies; B.A., University of Cincinnati; M.A., Ph.D., Ohio State University.

Ravikumar, Prathivadi B. (1990); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Bangalore University (India); Ph.D., Kansas State University.

Reddy, Avuthu Rami (1999); Professor, Agriculture, School of Agriculture; B.Sc., Andhra Pradesh Agricultural University (India); M.B.A., Fort Hays State University; M.B.A., Nagarjuna University (India); Ph.D., Texas A & M University.

Reed, B. J. (1999); Professor, Communication Technologies, Department of Communication Technologies; B.A., M.A., Ed.S., Ed.D., Drake University; APR, CMP.

Riedle, Joan E. (1981); Professor, Psychology, Department of Psychology; B.A., Indiana University; M.A., Ph.D., University of New Mexico.

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Rink, John R. (1993); Professor, Political Science, Department of Social Sciences; B.A., M.A., University of Wisconsin-Milwaukee; Ph.D., Southern Illinois University.

Roberts, Matthew W. (2002); Associate Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., Brigham Young University; M.S., Ph.D., Texas A & M University.

Rolle, Kurt C. (1980); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Purdue University; M.S., Ph.D., University of Dayton. Registered Professional Engineer.

Rowe, Michael C. (2002); Professor, Software Engineering, Department of Computer Science and Software Engineering; B.A., University of Minnesota, Duluth; M.A., Ph.D., University of North Dakota; M.B.A., Western Michigan University; Ph.D., University of North Texas.

Rowley, David G. (1999); Professor, History, Department of Social Sciences; B.A., University of Michigan; M.A., University of Illinois-Chicago; Ph.D., University of Michigan.
Safari-Shad, Nader (2001); Associate Professor, Electrical Engineering, Department of Electrical Engineering; B.S., M.S., Oregon State University; Ph.D., University of Wisconsin-Madison.

Schroeder, Machelle K. (1990); Professor, Business Administration, Department of Business and Accounting; B.B.A., University of Wisconsin-Whitewater; M.B.A., University of Wisconsin-Parkside; Ph.D., University of Wisconsin-Madison.

Sealy, Philip J. (1998); Associate Professor, Electrical Engineering, Department of Electrical Engineering; Chair, Department of Electrical Engineering; B.S., M.S., Ph.D., University of Wisconsin-Madison.

Sharkey, Michael (2006); Assistant Professor, Philosophy, Department of Humanities; B.A., University of Notre Dame; M.A., Ph.D., Fordham University.

Sharma, Piyare L. (1986); Professor, Electrical Engineering, Department of Electrical Engineering; B.S., Regional Engineering College (India); M.S., Indian Institute of Technology (India); Ph.D., University of Akron.

Shelstrom, Marc R. (1995); Professor, Industrial Studies, Department of Industrial Studies; B.S., Northwest Missouri State University; M.S., Ph.D., Iowa State University.

Smith, George E. (1977-83, 1985); Professor, Speech, Department of Performing and Visual Arts; B.S., M.A., Ed.D., Northern Illinois University.

Snyder, Robert J. (2000); Professor, Communication Technologies, Department of Communication Technologies; B.S., University of Wisconsin-Oshkosh; M.A., Ph.D., Ohio University.

Son, Wonim (2005); Assistant Professor, Education, School of Education; B.A., M.Ed., Sungshin Women’s University (Korea); Ph.D., Indiana State University.

Soofi, Abdollah S. (1980); Professor, Economics, Department of Social Sciences; B.S., M.S., California State Polytechnic University-Pomona; Ph.D., University of California-Riverside.

Spoto, Raymond (1967); Professor, Foreign Languages (Spanish), Department of Humanities; B.A., Northern Illinois University; M.A., University of Illinois; Ph.D., University of Tennessee.

St. John, W. Doyle (1996); Professor, Engineering Physics, Department of Chemistry and Engineering Physics; B.S., Tulsa University; M.S., Ph.D., Oklahoma State University.

Steck, Francis X. (1990); Professor, Industrial Studies, Department of Industrial Studies; B.S., State University of New York-Oswego; M.A., Ph.D., Indiana State University.

Steiner, Steven A. (1997); Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., University of Nebraska, Omaha; M.S., University of Nebraska, Lincoln; Ph.D., University of California, Riverside.

Stipe, Stormy (2004); Associate Professor, English, Department of Humanities; B.A., Stephens College, M.F.A., Sarah Lawrence College; Ph.D., University of Houston.

Stradford, H. Todd (1997); Associate Professor, Geography, Department of Social Sciences; B.S., St. Lawrence University; M.A., University of Missouri; Ph.D., University of Oklahoma.

Tabrizi, Majid T. (1987); Professor, Industrial Studies, Department of Industrial Studies; B.B.A., Kerman College of Administration and Commerce (Iran); B.E.T., Southwest State University; M.S., University of Wisconsin-Stout; D.I.T., University of Northern Iowa.

Tembei, John N. (2000); Professor, Agriculture, School of Agriculture; B.S., Iowa State University; M.S., Auburn University; Ph.D., South Dakota State University.

Thomas, Anthony D. (1994); Professor, Mathematics, Department of Mathematics; A.B., Washington University; M.S., Ph.D., Purdue University.

Thrun, Jason R. (1998); Professor, Mathematics, Department of Mathematics; B.S., University of Illinois-Urbana; M.S., Ph.D., Northern Illinois University.

Tigerman, Kathleen J. (1993); Professor, English, Department of Humanities; B.S., St. Louis University; M.A., Ph.D., University of Wisconsin-Milwaukee.

Tuescher, Kimberly D. (1993); Professor, Counselor Education, School of Education; B.S., M.S.E., University of Wisconsin-Oshkosh; Ph.D., University of Wisconsin-Madison.

Tuft, Marilyn J. (1968); Professor, Biology, Department of Biology; B.A., Northern Michigan University; M.S., Ph.D., University of Wisconsin-Madison.

Turner, Nancy L. (1996); Professor, History, Department of Social Sciences; Director, University Honors Program; B.A., University of Missouri; M.A., Ph.D., University of Iowa.
Van Buren, David P. (1976); Professor, Criminal Justice, Department of Criminal Justice; Associate Vice Chancellor; Dean, School of Graduate Studies; Dean, Confucius Institute; B.A., St. Bonaventure University; M.A., Ph.D., State University of New York at Albany.

Vice, Mari A. (1997); Associate Professor, Geology, Department of Social Sciences; B.A., University of Wisconsin-Oshkosh; M.S., Ph.D., Southern Illinois University.

Waugh, Richard A. (1978); Professor, Geography and Geology, Department of Social Sciences; B.S., M.A., M.A., University of Missouri-Columbia; Ph.D., University of Wisconsin-Madison.

Weber, Wayne C. (1997); Professor, Biology, Department of Biology; B.S., M.S., Ph.D., Colorado State University.

Wein, Kory (2005); Associate Professor, English, Department of Humanities; B.S., University of Wisconsin-Stevens Point; M.A., University of Wisconsin-Eau Claire; Ph.D., Purdue University.

Wendorff, Laura C. (1993); Professor, English, Department of Humanities; B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Michigan.

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Winder, Kaye S. (1986); Associate Professor, Art, Department of Performing and Visual Arts; B.A., M.A., Ph.D., University of Iowa.

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