

# TABLE OF CONTENTS

---

University of Wisconsin-Platteville .....	4
Graduate .....	5
To Prospective Students .....	5
About the UW-Platteville Graduate Catalog .....	5
About University of Wisconsin-Platteville .....	7
Admission into the School of Graduate Studies .....	8
Registration and Course Policies .....	11
Grades .....	13
Financial Information .....	14
Financial Aid .....	16
Degrees and Programs .....	16
General Requirements for On Campus Master's Degrees .....	17
Writing Requirement Options .....	18
Policies and Procedures .....	20
Other Academic Programs .....	22
Time Limitation .....	22
Discontinuation of Inactive Students .....	22
Information Services .....	22
Student Affairs .....	24
Dining Services .....	25
Student Assistance Services .....	26
Master of Science in Computer Science .....	27
Master of Science in Education - Counseling Psychology .....	29
Master of Science in Education .....	32
Course Descriptions .....	37
Courses .....	38
Agricultural Industries (AGINDUS) .....	38
Agricultural Sciences (AGSCI) .....	39
Art (ART) .....	39
Biology (BIOLOGY) .....	39
Business Administration (BUSADMIN) .....	40
Chemistry (CHEMISTRY) .....	43
Computer Science (COMPUTER) .....	43
Counseling Psychology (COUNSPSY) .....	46
Criminal Justice (CRIMLJUS) .....	50
Economics (ECONOMIC) .....	51
English (ENGLISH) .....	51
Ethnic Studies (ETHNSTDY) .....	53
French (FRENCH) .....	53
Geography (GEOGRPHY) .....	53

Geology (GEOLOGY) .....	54
German (GERMAN) .....	54
Health and Human Performance (HHP) .....	54
History (HISTORY) .....	56
Industrial Studies (INDUSTDY) .....	56
Mathematics (MATH) .....	58
Media Studies (MEDIA) .....	58
Music (MUSIC) .....	59
Music Applied (MUAP) .....	59
Philosophy (PHLSPHY) .....	60
Physical Science (PHSC) .....	60
Physics (PHYSICS) .....	60
Political Science (POLISCI) .....	61
Psychology (PSYCHLGY) .....	62
Sociology (SOCIOLGY) .....	63
Spanish (SPANISH) .....	64
Speech Communication (SPEECH) .....	64
Teaching (TEACHING) .....	65
Theatre (THEATRE) .....	74
UWP Study (UWPSTUDY) .....	74
Women and Gender Studies (WOMGENDR) .....	74
Distance Learning .....	75
General Information .....	75
Online Master of Science Degrees .....	75
Earning an Online Master's Degree from UW-Platteville .....	75
About University of Wisconsin-Platteville .....	76
Admission Policies and Procedures .....	77
Registration and Course Policies .....	80
Grades .....	81
Financial Information .....	81
Financial Aid .....	82
General Requirements for Online Master's Degrees .....	82
Writing Requirement Options .....	83
Policies and Procedures .....	84
Time Limitation .....	86
Discontinuation of Inactive Students .....	86
Information Services .....	86
Student Assistance Services .....	87
Master of Science in Criminal Justice .....	87
Master of Science in Distance Education Leadership .....	90
Master of Science in Engineering .....	90
Master of Science in Integrated Supply Chain Management .....	94

Master of Science in Organizational Change Leadership .....	96
Master of Science in Project Management .....	99
Course Descriptions .....	102
Courses .....	102
Accounting (ACCTING) .....	102
Business Administration (BUSADMIN) .....	103
Counseling Psychology (COUNSPSY) .....	105
Criminal Justice (CRIMLJUS) .....	105
Distance Education Leadership (DEL) .....	108
Engineering (ENGRG) .....	110
Industrial Studies (INDUSTDY) .....	115
Integrated Supply Chain Management (ISCM) .....	115
Media Studies (MEDIA) .....	117
Organization Change Leadership (OCL) .....	117
Philosophy (PHLSPHY) .....	119
Political Science (POLISCI) .....	120
Project Management (PROJMGT) .....	120
Psychology (PSYCHLGY) .....	122
Selected Email Addresses and Telephone Numbers .....	123
Index .....	125

# UNIVERSITY OF WISCONSIN-PLATTEVILLE

---

The University of Wisconsin-Platteville is a comprehensive, four-year public institution of higher education and is the fastest growing UW System school.

- **Founded:** 1866
- **Campus:** 821 acres
  - 400-acre education/research farm
  - 20 academic/services buildings
  - 13 residential facilities
- **Undergraduate programs:**
  - 42 Majors
  - 64 Minors
  - 17 Pre-Professional
- **Graduate programs:** 3
- **Distance education programs:**
  - 2 undergraduate, 6 graduate
- **Total enrollment:** 8,967\*+
  - Undergraduate: 8,002
  - Graduate: 965
- **Student/faculty ratio:** 21:1
- **Average class size:** 25
- **Faculty** (no teaching assistants): 417
- **Student clubs and organizations:** 200+

\*includes Distance Education students  
+2015-16 10th Day Enrollment Statistics

# GRADUATE

---

## CAMPUS-BASED (ON CAMPUS)

### THE SCHOOL OF GRADUATE STUDIES

106 Brigham Hall  
1 University Plaza  
Platteville, Wisconsin 53818-3099

Phone: 608.342.1322  
Fax: 608.342.1389  
Email: [gradstudies@uwplatt.edu](mailto:gradstudies@uwplatt.edu)  
[www.uwplatt.edu/graduate-studies](http://www.uwplatt.edu/graduate-studies) (<http://www.uwplatt.edu/graduate-studies>)

## ONLINE

### DISTANCE LEARNING CENTER

2100 Ullsvik Hall  
1 University Plaza  
Platteville, Wisconsin 53818-3099

Toll Free: 800.362.5460  
Fax: 608.342.1071  
Email: [disted@uwplatt.edu](mailto:disted@uwplatt.edu)  
[www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>)

Online catalogs are available at [www.uwplatt.edu/registrar/catalogs](http://www.uwplatt.edu/registrar/catalogs) (<http://www.uwplatt.edu/registrar/catalogs>)

## 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.

You may apply electronically at <https://apply.wisconsin.edu>. You will find more detailed information about admission categories and requirements in the "Admission" section.

## ABOUT THE UW-PLATTEVILLE GRADUATE CATALOG

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

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

## AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

[www.uwplatt.edu/human-resources](http://www.uwplatt.edu/human-resources) (<http://www.uwplatt.edu/human-resources>)

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

The university ensures physical accessibility to work environments for persons with disabilities and will 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, 608.342.1176). All inquiries will be treated confidentially.

## ACCREDITATION

### UW-Platteville is accredited by:

- Higher Learning Commission – 800.621.7440 - [www.hlcommission.org](http://www.hlcommission.org) (<http://www.hlcommission.org>)  
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

### UW-Platteville teacher education programs are approved by:

- Wisconsin Department of Public Instruction

### The following UW-Platteville engineering programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>:

- Civil Engineering
- Electrical Engineering
- Engineering Physics
- Environmental Engineering
- Industrial Engineering
- Mechanical Engineering
- Software Engineering

### UW-Platteville program-specific accreditation and approvals include:

- Chemistry - American Chemical Society
- Industrial Studies - Association of Technology, Management and Applied Engineering *and* Foundry Education Foundation
- Music Education - National Association of Schools of Music
- Project Management - Global Accreditation by Project Management Institute

## MEMBERSHIPS

### UW-Platteville memberships include:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Association of Higher Education
- American Association of State Colleges and Universities
- American Council on Education
- Association of American Colleges and Universities
- College Board
- Council of Higher Education Accreditation
- Council for the Advancement and Support of Education
- Council on Undergraduate Research
- Fulbright Association
- International Association of University Presidents
- National Academic Advising Association
- National Collegiate Athletic Association
- Project Management Institute
- Wisconsin Institute for Peace and Conflict
- Wisconsin Women in Higher Education Leadership

## ABOUT UNIVERSITY OF WISCONSIN-PLATTEVILLE

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

We encourage you to visit our home page at [www.uwplatt.edu](http://www.uwplatt.edu) (<http://www.uwplatt.edu>).

## UW-PLATTEVILLE'S MISSION

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

## VISION STATEMENT

UW-Platteville will be recognized as the leading student-focused university for its success in achieving excellence, creating opportunities, and empowering each individual.

## 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.

## SAFETY AND HEALTH POLICY

The University of Wisconsin System is committed to maintaining adequate facilities for a safe and healthful learning environment. The university works with faculty and staff so that they are equipped to educate their students on practices and procedures that ensure health and safety in their institutional areas.

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

## RESEARCH INVOLVING HUMAN SUBJECTS

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

Students must prepare a research protocol, describing their project and addressing human participant issues, and then submit the protocol to the IRB Chair for review.

Students may obtain a Manual of Policies and Procedures to review research involving human participants from the Chair of the IRB, the Office of Sponsored Programs (608.342.1456), or online at [www.uwplatt.edu/files/sponsored-programs/IRB/irb\\_manual13.pdf](http://www.uwplatt.edu/files/sponsored-programs/IRB/irb_manual13.pdf) ([http://www.uwplatt.edu/files/sponsored-programs/IRB/irb\\_manual13.pdf](http://www.uwplatt.edu/files/sponsored-programs/IRB/irb_manual13.pdf)). Other IRB information, including protocol forms and names of the IRB committee members, may also be found online.

## HISTORY

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

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

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

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

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

## THE UNIVERSITY SEAL AND SCHOOL COLORS

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

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

## ADMISSION INTO THE SCHOOL OF GRADUATE STUDIES

### APPLYING FOR ADMISSION - DEGREE SEEKING

Students seeking admission to the School of Graduate Studies as an on-campus degree seeking student must first apply for admission. You may apply online by using the UW System electronic application at <https://apply.wisconsin.edu>.

There is an application processing fee of \$56, which 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 course work was completed. Transcripts become the property of UW-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. 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

Admission deadlines are as follows:

- July 15 for fall
- December 1 for spring

In addition, international students must file prior to admittance:

- All "regular" admissions documents (listed above)
- Official transcript translation (if not in English) and the "Course by Course" report option evaluation by Educational Credential Evaluators or World Education Services. Altered documentation will be considered a perjury and shall cause us to reject the application
- Proof of funding (bank statement or letter from sponsor) proving funds for at least one academic year of graduate studies
- Financial Verification ([http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017\\_grad\\_financial\\_verification\\_form.pdf](http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017_grad_financial_verification_form.pdf)) form
- Copy of passport
- Transfer Clearance Form (if student is transferring to UW-Platteville from U.S. university)
- Dependent information:
  - If your spouse and/or children will be living with you, and if you wish for them to receive dependent I-20s and F-2 visas, you will need to complete the F-2 Dependent Application form and Financial Certification Form. Please see the International Student and Scholar Services website for more information: <http://www.uwplatt.edu/iss/f-2-dependents>

As of 12/10/2015, International applicants are required to submit evidence of English proficiency by successfully completing one of the following areas:



- **An Official TOEFL Score:** A minimum score of 550 PBT (paper based) or 79 iBT (Internet based) on the Test of English as a Foreign Language Examination is required of all international students whose native language is not English. When requesting that scores be sent directly to UW-Platteville, please use institution code 1917.
- **An Official IELTS Score:** A minimum score of 6.5 with a minimum of 6.0 in each sub score on the International English Language Testing System.
- **International Transfer Students:** Students transferring from United States colleges and universities may be excused from the TOEFL or IELTS requirement if they have demonstrated competence in English through courses taken at such institutions and have earned grades of "B" or higher in English composition courses and speech or two English composition courses, or
- **For students in ESL programs:**
  - **Program in ESL at UW-Madison Students:** When students who enroll in the Program in English as a Second Language at UW-Madison (<http://www.english.wisc.edu/esl/>) in Madison Wisconsin complete their coursework, the ESL Program Coordinator will provide the School of Graduate Studies with a letter of recommendation of English language proficiency, a copy of the current I-20 and a completed Transfer Clearance Form.
  - **WESLI Students:** When students who enroll at Wisconsin English as a Second Language Institute (<http://www.wesli.com>) in Madison, Wisconsin complete their coursework, WESLI will provide the School of Graduate Studies with a letter of recommendation of English language proficiency, a copy of the current I-20 and a completed Transfer Clearance Form. Students exit WESLI upon completion of the 700 level coursework and/or at least a 75 on the Michigan test.
  - **MESLS Students:** When students who enroll at Madison English as a Second Language School (<http://www.mesls.org/>) in Madison, Wisconsin complete their coursework, MESLS will provide UW-Platteville with a letter of recommendation of English language proficiency, a copy of the current I-20 and a completed Transfer Clearance Form. Students exit MESLS upon completion of the 302 Advanced level coursework and/or at least a 75 on the Michigan test.

Students from English speaking countries may not need to provide proof of English proficiency. Instead they should check with the director of the School of Graduate Studies to obtain a waiver. The students may request a waiver by submitting an acceptable justification for the waiver to:

Dr. Chanak Mendis  
 Director of the School of Graduate Studies  
 Tel: 608.342.1262  
 Email: [gradstudies@uwplatt.edu](mailto:gradstudies@uwplatt.edu) ([barracld@uwplatt.edu](mailto:barracld@uwplatt.edu))

### Getting Your I-20

Before you will be issued an I-20 document from UW-Platteville to obtain your F-1 visa, you must log in to their International Student and Scholar Services online account (<https://iss.uwplatt.edu/index.cfm?FuseAction=Security.ExistingUserLogin>) to complete the I-20 Request Form and the Mailing Request Form before your I-20 will be issued and mailed to you. Your online ISSS account will also provide specific information regarding transportation, orientation, immigration, academic, and life at UW-Platteville.

If you are an international student and are currently studying in the United States on an F-visa and seek to transfer to UW-Platteville, it is required that you work with the International Student Advisor/DSO at your current school to complete the Transfer Clearance Form ([http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer\\_clearance\\_form.pdf](http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer_clearance_form.pdf)). You must then upload the completed Transfer Clearance Form to your online ISSS account (<https://iss.uwplatt.edu/index.cfm?FuseAction=Security.ExistingUserLogin>).

### International Student Orientation

All new international students are required to attend International Student Orientation, which takes place approximately one week before classes start in the fall and spring semesters. Please see the International Student and Scholar Services website for more information: <http://www.uwplatt.edu/iss/arrivalorientation>.

### Additional information for International students applying for admission to campus-based graduate programs at UW-Platteville:

- International Graduate Prospective ([http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/international\\_graduate\\_prospective\\_2016-2017.pdf](http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/international_graduate_prospective_2016-2017.pdf))
- Financial Verification Form ([http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017\\_grad\\_financial\\_verification\\_form.pdf](http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017_grad_financial_verification_form.pdf))
- International Student Transfer Clearance Form ([http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer\\_clearance\\_form.pdf](http://www.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer_clearance_form.pdf))
- Graduate Assistantship Application ([http://www.uwplatt.edu/files/graduate-studies/Assistantship\\_Application\\_Revised\\_20130509.pdf](http://www.uwplatt.edu/files/graduate-studies/Assistantship_Application_Revised_20130509.pdf))

## ADMISSION STATUS

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

## FULL STANDING

- 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 and submit a professional résumé
- Individual programs may have additional admission requirements

## EXTENDED REVIEW

**If students do not meet the stated full standing requirements, an extended review will be conducted and the following requirements may be taken into consideration for full admission standing:**

- Bachelor's degree GPA of 2.5-2.75
- Graduate course work with a GPA of 3.0 or higher
- Nontraditional students (bachelors' degree earned more than five years before date of application)
- Degree in a non-related field
- Degree from a non-U.S. institution of higher education

Students will be notified if they need to submit additional materials for review. For this extended review, students are required to submit a letter addressing how they will be successful in the program; including how the program will relate to their future career goals and/or how they have overcome barriers to past educational success. Interviews, letters of recommendation, and evidence of professional experience may also be requested.

## TRIAL ENROLLMENT

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

## NOT ACCEPTED

Students who are not eligible for admission are encouraged to take classes as a special student. **Each program determines the number of credits that students should take as special students and the grade they must receive to be considered for admission in the future. Students should not take more than 12 credits as a special student.**

## ASSIGNMENT OF ADVISOR

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

## TRANSFER CREDITS

If the individual has previously taken graduate courses and would like to have them considered for transfer to a UW-Platteville graduate degree program, they must provide official transcript(s) from the institution(s) where the graduate credits were earned. The official transcripts should be sent to:

School of Graduate Studies  
106 Brigham Hall  
University of Wisconsin-Platteville  
1 University Plaza  
Platteville, WI 53818-3099

**The following guidelines apply for transferring credits to graduate programs at UW-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 maximum of 12 credits may be transferred to a master's program at UW-Platteville (covers external and internal credits).

- 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 UW-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.
- 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 may register as special students. Application and registration as a special student are handled using the registration form available online at <https://www.uwplatt.edu/graduate-studies/graduate-student-registration-form>.

Special students receive full academic credit for credit courses taken while they are on special student status. The special student may later be considered for admission into a degree program if a 3.0 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 UW-Platteville into a degree program. All graduate level work will be included in computing the student's academic average. Students are encouraged to talk to the appropriate program coordinator if they have questions about which courses to take as a special student.

## REGISTRATION AND COURSE POLICIES

### CRITERIA FOR GRADUATE-LEVEL COURSE WORK

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

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

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

### NUMBERING OF COURSES

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

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

## REGISTRATION

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

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

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

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

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

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

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

Class schedules are viewable online at <https://passexpress.uwplatt.edu/app/catalog/classSearch>.

To contact the School of Graduate Studies call 608.342.1322, fax 608.342.1389, or email [gradstudies@uwplatt.edu](mailto:gradstudies@uwplatt.edu).

## 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.

## COURSE CHANGES

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

## DROPPING COURSES

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

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

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

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

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

## INDEPENDENT STUDY

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

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

## 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 director of the School of Graduate Studies

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

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

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

The graduate registration form is available online at [www.uwplatt.edu/graduate-studies/registration-form](http://www.uwplatt.edu/graduate-studies/registration-form) (<http://www.uwplatt.edu/graduate-studies/registration-form>).

## GRADUATE STUDENTS ENROLLED IN UNDERGRADUATE CLASSES

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

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

The graduate registration form is available online at [www.uwplatt.edu/graduate-studies/registration-form](http://www.uwplatt.edu/graduate-studies/registration-form) (<http://www.uwplatt.edu/graduate-studies/registration-form>).

## GRADES

### GRADE POINT AVERAGE

Graduate students must maintain a 3.00 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.

### 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.

### GRADING SYSTEM

All credits are recorded as semester hours.

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

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

### COURSE INCOMPLETES

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

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

## 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.

## 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.

## FINANCIAL INFORMATION

### TUITION AND FEE POLICIES

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

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

### PAYMENT POLICY

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

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

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

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

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

## LATE FEE

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

## WHO GETS THE BILL?

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

## REFUND POLICY

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

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

For refund schedules for summer and 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 Residence Life office (608.342.1845).

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

## FINANCIAL AID

[www.uwplatt.edu/financial-aid](http://www.uwplatt.edu/financial-aid) (<http://www.uwplatt.edu/financial-aid>)

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

- Unsubsidized Federal Direct (p. 16)
- Graduate PLUS Loan (p. 16)

## FEDERAL WORK-STUDY PROGRAM

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

## ADVANCED OPPORTUNITY PROGRAM (AOP) GRANT

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

## VETERANS BENEFITS

[www.uwplatt.edu/non-traditional-and-veterans/veterans](http://www.uwplatt.edu/non-traditional-and-veterans/veterans) (<http://www.uwplatt.edu/non-traditional-and-veterans/veterans>)

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

## GRADUATE ASSISTANTSHIP

State-supported graduate assistantships are available in graduate programs offered on campus. Graduate assistantships are intended to provide financial assistance to students, professional growth for students, and professional assistance to the university. A full graduate assistantship requires

a student to provide 20 hours of professional responsibilities per week while he or she is enrolled in a minimum of eight semester hours of course work. Full-time or part-time assistantships are available. For out-of-state graduate assistants with full graduate assistantships, out-of-state tuition may be waived and the students will be required to pay resident tuition only. Selection will be based primarily upon overall undergraduate scholastic achievement and potential for future professional growth.

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

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

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

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

## FINANCIAL AID

### UNSUBSIDIZED FEDERAL DIRECT LOAN

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

### GRADUATE PLUS LOAN

Graduate students are eligible to borrow under the Graduate PLUS Loan program. Students can borrow up to their cost of attendance minus other financial aid received. Applicants are required to complete the Free Application for Federal Student Aid. They also must have applied for the annual loan maximum eligibility under the Federal Unsubsidized Direct Loan. A credit check is required and repayment begins on the last disbursement of the loan. The interest rate is a fixed rate 6.84 percent.

## DEGREES AND PROGRAMS

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

### ON CAMPUS

- Master of Science in Computer Science ([www.uwplatt.edu/csse](http://www.uwplatt.edu/csse) (<http://www.uwplatt.edu/csse>))
- Master of Science in Education ([www.uwplatt.edu/education/master-science-education](http://www.uwplatt.edu/education/master-science-education) (<http://www.uwplatt.edu/education/master-science-education>))
  - Adult Education
  - Elementary Education
  - English Education (China)
  - Middle School Education
  - Secondary Education

### ONLINE

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



- Master of Science in Project Management

Information on the online master's programs is located at [www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>)

## GENERAL REQUIREMENTS FOR ON CAMPUS MASTER'S DEGREES

### ACADEMIC REQUIREMENTS

The following are the minimum requirements for all master's degrees offered on campus. Individual programs may have additional requirements. Requirements for online graduate programs are identified in Section III of this catalog.

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

### ADMISSION TO CANDIDACY

Admission to candidacy is required of Master of Science in Education graduate students.

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

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

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

### POLICY ON CANDIDACY

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

### CANDIDACY PROCESS

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

### WRITING REQUIREMENT OPTIONS

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

A more detailed discussion of three of these options follows.

- Graduate Paper Style and Format (p. 18)
- Thesis (p. 18)
- Seminar Paper or Educational Project (p. 19)

### EXAMINATIONS

While each graduate program is free to determine the specific nature of its examinations, it is the expectation of the Graduate Council that examinations qualifying students for the award of a master's degree shall be of a comprehensive, integrative nature demonstrating mastery of the

subject. Each student in an on-campus master's degree is required to successfully complete either a written comprehensive examination during the last semester of enrollment or an oral examination defending his or her thesis. The oral examination is held after the student's completed thesis has been approved by the thesis committee. During the last semester, the student must complete a comprehensive examination form, which is available online at the School of Graduate Studies website [www.uwplatt.edu/gradstudies](http://www.uwplatt.edu/gradstudies) (<http://www.uwplatt.edu/gradstudies>). The completed and approved form is due in the School of Graduate Studies office by Oct. 1 for fall semesters, March 1 for spring semesters, and by the end of the first week of a summer session. Graduate students may not take a comprehensive examination until they have been admitted to candidacy, are in full standing, and have finished all course requirements or are currently registered for course work that will complete the requirements.

## **WRITTEN COMPREHENSIVE EXAMINATIONS**

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

Students must complete the written comprehensive examination form and receive approval from their advisor. The advisor will chair the comprehensive examination committee. If the advisor also provides comprehensive examination questions, only one additional faculty member will need to provide questions. If the advisor does not provide comprehensive examination questions, but only chairs the committee, the student will need two additional faculty members to provide comprehensive examination questions. Students must contact faculty members before submitting their names to be sure they are willing to provide comprehensive examination questions. The advisors for those students in the Computer Science program will also set up the examination date and note it on the comprehensive examination form. Students in the Master of Science in Education program 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 Master of Science in Education students only). It is the proctor's duty to notify the student when and where the examination will be held.

## **EVALUATION OF WRITTEN COMPREHENSIVE EXAMINATIONS**

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

## **ORAL EXAMINATIONS**

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

## **EVALUATION OF ORAL EXAMINATIONS**

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

## **RETAKING EXAMINATIONS**

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

# **WRITING REQUIREMENT OPTIONS**

## **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.

## **THESIS**

The thesis may be an outgrowth of a research course (e.g. TEACHING 7000) or may be developed independently within the program area. The thesis will report the results of original and independent student research on a given problem or topic, by systematic and impartial methods, and will

demonstrate the student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial.

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

## CHECKLIST FOR COMPLETION OF THE MASTER'S THESIS

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

## SEMINAR PAPER OR EDUCATIONAL PROJECT

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

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

## CHECKLIST FOR COMPLETION OF THE MASTER'S SEMINAR PAPER/EDUCATIONAL PROJECT

- In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor.
- Prepare a seminar paper or educational project proposal. Typically, the proposal includes the following:
  - a. An approval page to be signed by the advisor
  - b. An introduction
  - c. A statement of the problem
  - d. Purpose of the study
  - e. Hypothesis, if applicable
  - f. Significance or implications of the study
  - g. Method of approach, if applicable, including data sources, data gathering methods, and likely analyses
  - h. General plan of organization

- If the proposed research involves human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
- Advisor submits the seminar paper or educational project proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the School of Graduate Studies office.
- Register for “Seminar Paper/Educational Project Research.”
- Prepare the seminar paper or educational project with regular meetings with the seminar paper or educational project advisor.
- Submit the completed seminar paper or educational project electronically to the seminar paper or educational project advisor for review.
- Advisor submits electronically to the School of Graduate Studies the completed seminar paper or educational project (with signature).

## **POLICIES AND PROCEDURES**

### **REGISTRATION AND COURSE POLICIES**

#### **CRITERIA FOR GRADUATE-LEVEL COURSE WORK**

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

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

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

#### **NUMBERING OF COURSES**

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

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

#### **TRANSCRIPTS**

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

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

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

Only students may request their transcripts, except as prescribed in the Family Educational Rights and Privacy Act. Further information, including a transcript request form, may be found on the Registrar website at [www.uwplatt.edu/registrar/transcripts](http://www.uwplatt.edu/registrar/transcripts) (<http://www.uwplatt.edu/registrar/transcripts>).

#### **STUDENT DISCIPLINE AND ACADEMIC MISCONDUCT**

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

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

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

For complete details, review [www.uwplatt.edu/dean-students/student-conduct](http://www.uwplatt.edu/dean-students/student-conduct) (<http://www.uwplatt.edu/dean-students/student-conduct>).

## GRADUATION

The following items need attention before graduation.

### THE LAST SEMESTER

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

### GRADUATE PAPER

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

### GRADUATION FEE

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

### COMMENCEMENT

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

## WITHDRAWAL FROM THE UNIVERSITY

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

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

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

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

## RETENTION, PROBATION, AND DISMISSAL

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

## **APPLYING CREDITS EARNED IN ONE GRADUATE PROGRAM TOWARD ANOTHER GRADUATE DEGREE**

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

## **OTHER ACADEMIC PROGRAMS**

### **CONTINUING EDUCATION**

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

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

For more information, or to request a catalog, call 608.342.1314 or toll free 1.888.281.9472. Access course offerings electronically and register electronically via [www.uwplatt.edu/continuing](http://www.uwplatt.edu/continuing) (<http://www.uwplatt.edu/continuing>).

### **TIME LIMITATION**

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

## **DISCONTINUATION OF INACTIVE STUDENTS**

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

## **INFORMATION SERVICES**

### **ELTON S. KARRMANN LIBRARY**

[www.uwplatt.edu/library/distance-education-students](http://www.uwplatt.edu/library/distance-education-students) (<http://www.uwplatt.edu/library>)

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

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

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

### **LIBRARY USE INSTRUCTION**

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

### **DISTANCE EDUCATION SUPPORT**

The Karrmann Library provides information resources support to distance learning faculty and students. [www.uwplatt.edu/library/distance-education-students](http://www.uwplatt.edu/library/distance-education-students) (<http://www.uwplatt.edu/library/distance-education-students>)

## **SPECIAL COLLECTIONS**

### **INSTRUCTIONAL MATERIAL LABORATORY**

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

### **SOUTHWEST WISCONSIN ROOM**

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

## **INFORMATION TECHNOLOGY SERVICES**

[www.uwplatt.edu/its](http://www.uwplatt.edu/its) (<http://www.uwplatt.edu/its>)

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

### **GENERAL COMPUTER ACCESS (GCA) LABS**

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

### **DISCIPLINE SPECIFIC LABS**

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

### **CAMPUS WIDE SERVERS**

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

### **CAMPUS NETWORK INFRASTRUCTURE**

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

### **INTERNET ACCESS**

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

### **HELP DESK**

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

## **INSTRUCTIONAL CENTER FOR EDUCATIONAL TECHNOLOGIES (ICET)**

[www.uwplatt.edu/icet](http://www.uwplatt.edu/icet) (<http://www.uwplatt.edu/icet>)

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

- provide training/support of software programs used by students and instructors in the process of teaching and learning
- develop documentation associated with uses of software used in academic endeavors
- assist with research activities associated with using technology in the enhancement of the scholarship of teaching/learning
- identify resources and research results to showcase best practices in the area of educational technology
- provide opportunities for instructors to share their successes and learning opportunities when using educational technology

## **MEDIA TECHNOLOGY SERVICES**

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

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

### **EDUCATIONAL AND PROMOTIONAL RECORDING SERVICES**

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

### **EQUIPMENT CHECKOUT**

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

### **CABLE TELEVISION**

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

### **EQUIPMENT MAINTENANCE**

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

### **DISTANCE EDUCATION**

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

## **STUDENT AFFAIRS**

### **RESIDENCE HALLS**

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

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

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

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

### **DINING SERVICES**

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

- Stations (p. 25)
- Greenwood Avenue Market (p. )
- Pioneering Crossing (p. 25)
- Pioneer Haus (p. 26)
- Hickory and Main Corner Bistro (p. 26)
- Kristine's Kafe (p. 26)



## TEXTBOOKS

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

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

A student who drops a course must return the textbooks immediately, even if the student plans to retake the course the following semester. If a student fails to return a textbook and a textbook must be ordered to cover a shortage of books needed for a particular course, the student will be charged the non-refundable full replacement cost of the book and a \$5 processing fee.

## INDEPENDENT STUDY OR INCOMPLETE

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

The Textbook Center is open extended hours, 8 a.m.–7 p.m., Monday through Thursday, the first week of classes. (If a Monday holiday occurs the first week of classes, the

Textbook Center will be open the following Monday, 8 a.m.–7 p.m.) During finals week, the Textbook Center is open 8 a.m.–9:15 p.m. the first four days and 8 a.m.–5:30 p.m. the last day.

Please see the Textbook Center's website for additional information: [www.uwplatt.edu/textbookctr](http://www.uwplatt.edu/textbookctr) (<http://www.uwplatt.edu/textbookctr>).

## STUDENT HEALTH SERVICES

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

Health insurance is an important part of your total health care needs. We strongly recommend that all students obtain health insurance either through family or private coverage or the Affordable Care Act (ACA) at [www.healthcare.gov](http://www.healthcare.gov).

## DINING SERVICES

### STATIONS

This is the premier all-you-care-to-eat dining facility in Bridgeway Commons that accommodates special dietary needs with gluten-free, lactose-free, and vegetarian items. Menu offerings include the breakfast bar, pizza station, grill and wok stations, home-style station, deli bar, salad bar, and build your own stir fry or pasta dish. The bakery provides breads, desserts, and pastries. We encourage our guests to take one entrée at a time to help share the responsibility of sustainability. Food waste is an ecological and economic issue that can lead to an increase in meal cost.

## GREENWOOD AVENUE MARKET

Greenwood Avenue Market is located on the lower level of Glenview Commons and includes a fully stocked convenience store, café, and gaming area. Students can find pantry, refrigerated, and frozen grocery items, and fresh produce in the store. Pizzas, burgers, paninis, baked goods, and grab-n-go items such as cold sandwiches, wraps, and salads are available at the café. Students can relax in the spacious seating and lounge area which offers wireless Internet and big screen TVs, or challenge each other at the pool tables, Wii stations, or dart boards. Open late, Greenwood Avenue Market offers students the flexibility of extended shopping hours to fit their schedules.

## PIONEER CROSSING

Pioneer Crossing is located on the main floor of the Markee Pioneer Student Center. Pioneer Crossing strives to provide students with a wide variety of choices to satisfy all cravings. Daily options range from homestyle dishes like pasta, casseroles, and special sandwiches to Asian and Mexican cuisine. Students can also choose from grilled items such as burgers and french fries or sub sandwiches made fresh. Lighter appetites will enjoy our

different soups, salad bar, or grab-n-go sandwiches and wraps. To satisfy your sweet tooth, freshly baked pastries and desserts from our on-campus bakery are available.

## **PIONEER HAUS**

The Pioneer Haus menu features traditional sports bar favorites such as burgers, wings, toasted subs, fries, and cheese curds, as well as flatbread pizzas. This restaurant gives students a place to unwind as they watch their favorite teams on big-screen TVs.

## **HICKORY & MAIN CORNER BISTRO**

Hickory & Main Corner Bistro is the perfect place for a snack on-the-go. Located on the ground floor of Ullsvik Hall, stop by Monday–Friday from 7 a.m.–4 p.m. Enjoy homemade soups, sandwiches, and a variety of snacks. If soup or sandwiches doesn't tempt your taste buds, there is a variety of fresh bakery items. Hickory & Main also features Starbucks® coffee and specialty drinks for your afternoon pick-me-up.

## **KRISTINE'S KAFE**

This convenience store is located in Rountree Commons and offers a variety of groceries, beverages, health and beauty items, grab-n-go items, and made-to-order options such as wraps, pizzas, and baked pasta.

For more information regarding specific meal plan options and contract terms, please contact:

Meal Access Office  
Glenview Commons  
1 University Plaza  
Platteville, WI 53818  
Phone 608.342.1404  
Email: [mao@uwplatt.edu](mailto:mao@uwplatt.edu).

## **STUDENT ASSISTANCE SERVICES**

### **ACADEMIC AND CAREER ADVISING CENTER**

[www.uwplatt.edu/acac](http://www.uwplatt.edu/acac) (<http://www.uwplatt.edu/acac>)

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

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

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

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

## **CHILDREN'S CENTER**

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

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

## **COUNSELING SERVICES**

[www.uwplatt.edu/counseling](http://www.uwplatt.edu/counseling) (<http://www.uwplatt.edu/counseling>)

Professional counselors provide free, confidential personal and academic counseling to students. Services are directed toward helping students develop competence and confidence, manage emotions, enhance relationships, make decisions, and improve coping skills as they strive to meet their

educational goals and achieve personal growth. Areas of assistance cover emotional/social concerns, career assessment and decision-making, study skill development, stress management, and related issues. Tests and inventories are also available to facilitate the process. The GRE Subject Tests are administered each November through the UCS Academic Testing Program. Counseling Services is located on the second floor of Royce Hall. Call 608.342.1865 for more information.

## **INTERNATIONAL STUDENT SERVICES/INTERNATIONAL STUDENT ADVISOR**

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

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

## **OFFICE OF MULTICULTURAL STUDENT AFFAIRS**

[www.uwplatt.edu/multicultural](http://www.uwplatt.edu/multicultural) (<http://www.uwplatt.edu/multicultural>)

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

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

## **SERVICES FOR STUDENTS WITH DISABILITIES**

[www.uwplatt.edu/disability](http://www.uwplatt.edu/disability) (<http://www.uwplatt.edu/disability>)

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

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

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

## **PATRICIA A. DOYLE CENTER FOR GENDER AND SEXUALITY**

[www.uwplatt.edu/doyle-center](http://www.uwplatt.edu/doyle-center) (<http://www.uwplatt.edu/doyle-center>)

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

## **MASTER OF SCIENCE IN COMPUTER SCIENCE**

### **DEPARTMENT OF COMPUTER SCIENCE AND SOFTWARE ENGINEERING**

**Program Coordinator:** Dr. Qi Yang

**Office:** 213 Ullrich

**Phone:** 608.342.1418

Email: yangq@uwplatt.edu

## STATEMENT OF PURPOSE

The purpose of the Master of Science in Computer Science (MSCS) is to provide a high-quality, advanced education in computer science.

## PROGRAM OBJECTIVES

Graduates will:

1. demonstrate advanced knowledge and skills in computer science;
2. apply fundamental theory and practical methods to construct software systems;
3. interact affectively within international and diverse teams; and
4. 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.
3. Presentation: Graduates will be capable of effective written and oral communication particularly with respect to preparing, publishing, and presenting technical material to diverse audiences.
4. Growth: Graduates will exhibit skills for adapting to new environments and technologies, adapting to cultural differences, and embracing lifelong learning.

## INTRODUCTION

The Master of Science in Computer Science provides advanced study in computer science. The program offers various courses that cover both the fundamental theory and the fast advancing technologies in computing. The program is application oriented and students will be ready to go to industry after completing the program, although they can still proceed to Ph.D. programs if they chose so.

## PREREQUISITES

Those seeking admission to the program must have earned a bachelor's degree in computer science, software engineering, informatics or closely related field 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.

## CURRICULUM

The program is designed to take four semesters of full-time study. All students will complete 30-36 credits, with at least 21 of those being in courses at the 7000 level or above. Graduate students must maintain a minimum 3.00 grade point average. All classes are taken on campus.

There are three options for the MSCS program depending upon whether the student writes a thesis or a seminar paper.

Option	Thesis	Seminar Paper	Courses Only
Total Credits	30	30	36
Foundations	18 to 24 credits, with at least 12 credits from Group A and 12 credits from Group B	21 to 27 credits, with at least 15 credits from Group A and 12 credits from Group B	30 to 36 credits, with at least 15 credits from Group A and 15 credits from Group B
Electives	0 to 6 credits	0 to 6 credits	0 to 6 credits

Additional	6 credits of COMPUTER 7990 Thesis Research	3 credits of COMPUTER 7920 Seminar Paper Research	Not applicable
Written Comprehensive Examination	No	Yes	Yes

## GROUP A

Courses with a significant mathematical component or which cover a traditional theoretical concept.

COMPUTER 5030	Artificial Intelligence	3
COMPUTER 5430	Object-Oriented Analysis and Design	3
COMPUTER 5520	Programming Language Structures	3
COMPUTER 5920	Computer Graphics	3
COMPUTER 7360	Advanced Operating Systems	3
COMPUTER 7380	Advanced Database Management Systems	3
COMPUTER 7460	Computer Security	3
COMPUTER 7630	Compiler Construction	3
COMPUTER 7820	Advanced Algorithms	3

## GROUP B

Applied courses.

COMPUTER 5730	Software Quality	3
COMPUTER 5860	Software Maintenance and Reengineering	3
COMPUTER 5870	Web Protocols, Technologies and Applications	3
COMPUTER 6130	Real-Time Embedded Systems Programming	3
COMPUTER 7640	Machine Learning	3
COMPUTER 7660	Computer Vision	3
COMPUTER 7720	Human-Computer Interaction	3

## INDEPENDENT STUDY AND SPECIAL TOPIC

COMPUTER 6830 Special Topics in Computer Science

COMPUTER 7830 Special Topics in Computer Science

COMPUTER 7980 Independent Study in Computer Science

## SEMINAR PAPER AND THESIS

COMPUTER 7920 Seminar Paper Research

COMPUTER 7990 Thesis Research

## 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.

COMPUTER 6830, COMPUTER 7830, COMPUTER 7980 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.

## WRITING

For the thesis option, 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 and at least one must be outside of the department. For the seminar paper option, each student must have a seminar paper advisor from the department. For both the seminar and the courses only option, each student must pass a comprehensive written examination.

## MASTER OF SCIENCE IN EDUCATION - COUNSELING PSYCHOLOGY

### COLLEGE OF LIBERAL ARTS AND EDUCATION

Program Coordinator: Dr. Karen Stinson

**Email:** stinsonk@uwplatt.edu

**Program Advisor:** Besty Klinger

**Office:** 134A Doudna Hall

**Telephone:** 608.342.1294

## **THE MSE PROGRAM IN COUNSELING PSYCHOLOGY IS NO LONGER TAKING APPLICATIONS.**

### **STATEMENT OF PURPOSE**

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

### **STUDENT LEARNING OUTCOMES**

Graduates will:

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

### **INTRODUCTION**

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

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

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

### **PREREQUISITES**

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

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

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

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

## ADMISSION TO THE PROGRAM

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

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

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

## ADMISSION TO CANDIDACY

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

**To apply for admission to candidacy, the student must:**

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

## APPROVAL FOR CLINICAL TRACKS

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

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

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

## 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.

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

### CORE COURSES

COUNSPSY 6250	Group Counseling	3
COUNSPSY 6600	Measurement for Counselors and Educators	3
COUNSPSY 6630	Introduction to Professional Counseling	3
COUNSPSY 7020	Individual Counseling Techniques	3
COUNSPSY 7070	Theories of Counseling and Psychotherapy	3
COUNSPSY 7080	Career Counseling	3
COUNSPSY 7190	Multicultural Counseling and Education	3
COUNSPSY 7650	Research Procedures for Professional Counselors	3

### RESEARCH AND WRITING COURSES

COUNSPSY 7920	Seminar Paper Research	2
---------------	------------------------	---

COUNSPSY 7990	Thesis Research	3-4
---------------	-----------------	-----

## SCHOOL COUNSELING TRACK

COUNSPSY 7230	Family and Couples Counseling	3
COUNSPSY 7200	Diagnosis, Assessment and Treatment of Psychopathology	3
COUNSPSY 7010	Counseling in the School	3
COUNSPSY 7050	Practicum I: School Counseling	3
COUNSPSY 7060	Practicum II: School Counseling	3-12

## MENTAL HEALTH TRACK

COUNSPSY 7170	Advanced Counseling Techniques	3
COUNSPSY 7200	Diagnosis, Assessment and Treatment of Psychopathology	3
COUNSPSY 7150	Mental Health Counseling	3
COUNSPSY 7350	Practicum I in Clinical Mental Health Counseling	3
COUNSPSY 7360	Practicum II Internship in Mental Health Counseling	3-6

## STUDENT SERVICES TRACK

COUNSPSY 7240	Adult and Advanced Developmental Psychology	3
COUNSPSY 7140	Student Services in Higher Education	3
COUNSPSY 7250	Practicum I: Student Services in Higher Education	3
COUNSPSY 7260	Practicum II: Student Services in Higher Education	3-6

## ELECTIVES

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

## OTHER REQUIREMENTS

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

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

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

## MASTER OF SCIENCE IN EDUCATION

### COLLEGE OF LIBERAL ARTS AND EDUCATION – SCHOOL OF EDUCATION

**Director:** Dr. Karen Stinson

**Email:** stinsonk@uwplatt.edu

**Office:** 139 Doudna Hall

**Telephone:** 608.342.1131

**Fax:** 608.342.1133

## WRITING PROFICIENCY

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



## COURSEWORK

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

## COURSES REQUIRED OF ALL MASTER'S LEVEL STUDENTS

TEACHING 7000	Research Procedures	3
Select one of the following:		
TEACHING 7990	Thesis Research	
TEACHING 7830	Seminar Paper or Educational Project	

## MASTER OF SCIENCE IN EDUCATION (TEACHING)

### INTRODUCTION

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

### STUDENT LEARNING OUTCOMES

Graduates will:

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

### 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. All candidates for licensure must complete and have approved by SOE a final portfolio.

## PROGRAM PLAN – M.S.E.: ADULT EDUCATION

### WRITING PROFICIENCY

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

### GOAL STATEMENT

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

### COURSEWORK

The M.S.E. in Adult Education program provides advanced study to develop and enhance skills in designing, delivering, and assessing educational programs for adult learners.

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.

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

The **Vocational/Technical** Concentration serves students who wish to teach in technical or community colleges.

**COURSE SCHEDULING**

The School of Education offers classes on Friday nights and Saturdays or via webcam on weekday evenings. Generally, face-to-face classes meet on four weekends (Fridays from 6–9:30 p.m. and Saturdays from 9 a.m.–4:30 p.m.), thus allowing students to take six credits in the fall, spring, and summer terms. Students are required to take at least one credit of Graduate Practicum.

Typical course offerings include the following courses:

TEACHING 7050	Public Relations in School and Community	3
TEACHING 7540	Program Planning for Adults	3
TEACHING 7550	The Adult Learner	3
TEACHING 7000	Research Procedures	3

Select one of the following: 3-6

TEACHING 7990	Thesis Research	
TEACHING 7830	Seminar Paper or Educational Project	

Select one of the following:

TEACHING 7880	Graduate Practicum in Teaching	1-8
PSYCHLGY 7440	Graduate Practicum in Psychology	1-4

Possible electives:

CRIMLJUS 6630	Current Topics in Criminal Justice	1-3
CRIMLJUS 6830	Psychopharmacology for AODA Counselors	3
PSYCHLGY 7010	Assessment and Diagnosis of Psychopathology	3
TEACHING 7130	Improving Instructional Effectiveness	3
TEACHING 7190	Educational Leadership and Mentoring	3
TEACHING 7630	Instructional Content and Practice	3

**STATE OF WISCONSIN PSYCHOTHERAPY PROVIDER CERTIFICATION REQUIREMENTS**

The MSE-Adult Education program at UW-Platteville is a state pre-certified program for substance abuse counseling (SAC-IT). The program also provides coursework toward the LPC (licensed professional counselor for mental health) license. Students should consult the advisor regarding meeting the most current licensing requirements. Examinations and practice experience are also required in the state of Wisconsin for the LPC.

For more information, call the coordinator of the MSE-Adult Education program, Ann Krebs Byrne at 608.235.7966 or the School of Education toll free at 1.800.208.7041.

**PROGRAM PLAN - M.S.E.: ENGLISH EDUCATION (CHINA)**

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

**STUDENT LEARNING OUTCOMES**

Graduates will:

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

**INTRODUCTION**

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

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

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

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

## REQUIRED COURSES

The required courses in the MSE in English Education are:

ENGLISH 7250	Literature for TESOL Teachers	3
ENGLISH 5000	Technical Writing	3
ENGLISH 5260	Language and Culture	3
TEACHING 7150	Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL)	3
ENGLISH 5940	Grammar in Context	3
TEACHING 7130	Improving Instructional Effectiveness	3
ENGLISH 7670	Methods of Teaching English as a Second Language	3
ENGLISH 7260	Sociolinguistics and Language Teaching	3
TEACHING 7000	Research Procedures	3
TEACHING 7830	Seminar Paper or Educational Project	3
Total Credits		30

## PROGRAM PLAN – READING

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

### READING TEACHER (316 LICENSE)

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

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

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

TEACHING 7210	Foundational Literacy PreK-12 (Reading El Middle)	3
TEACHING 7220	Remedial Reading	3
TEACHING 7230	Remedial Reading Practicum	3
TEACHING 7240	Juvenile Literature	3
TEACHING 7270	Reading in the Middle/Secondary School	3
TEACHING 7880	Graduate Practicum in Teaching	3
Total Credits		18

Practicum experiences in teaching reading at both the elementary/middle and middle/secondary are required. These experiences are obtained through TEACHING 7230 and TEACHING 7880. A licensure portfolio is submitted at the end of the practicum. Candidates must pass the Wisconsin Foundations of Reading test prior to licensure.

### READING SPECIALIST (17 LICENSE)

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

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

- A master's degree with a major emphasis in reading or a 30-credit (at least) program equivalent to the Master of Science in Education degree.

A licensure portfolio is submitted at the end of the practicum.

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

TEACHING 6150	Assessing Children with Disabilities (CWD)	3
TEACHING 6830	Strategies for Effective Inclusion	3
TEACHING 7000	Research Procedures	3
TEACHING 7250	Content Area Reading	3
TEACHING 7620	Special Education: Legal and Theoretical Foundations	3
TEACHING 7880	Graduate Practicum in Teaching	3

## PROGRAM PLAN – EDUCATIONAL ADMINISTRATION (51 LICENSE)

Prior to enrolling, candidates for the Educational Administration endorsement must provide proof of eligibility to hold a Wisconsin teaching license and at least three years of successful classroom teaching. The licensure program in Educational Administration consists of twenty-four graduate credits offered on Saturdays and during the summers over a two-year period. It is based on a cohort model of twenty-five students enrolling in a common sequence of six modules plus practica. In order to be recommended for certification, the candidate must possess a master's degree and hold a professional educator license. Participants can obtain a Master of Science in Education degree by completing an additional nine credits of approved courses before, during, or after the Educational Administration Certification program. A professional portfolio, documenting competency in the administration standards, is a requirement of the program. This portfolio will be assessed two times during the program and must be electronic in its final version. The program also includes a 300 hour practicum.

Required graduate courses in the Educational Administration Certification program include:

TEACHING 7340	Educational Administration Introduction Seminar	2
TEACHING 7350	Educational Administration Relationships	4
TEACHING 7360	Educational Administration Student Learning	4
TEACHING 7370	Educational Administration Systems I	4
TEACHING 7380	Educational Administration Legal Aspects (Regular and Special Education)	4
TEACHING 7390	Educational Administration Systems II	4
TEACHING 7400	Educational Administration Practicum 1	1
TEACHING 7410	Educational Administration Practicum 2	1

## PROGRAM PLAN – SPECIAL EDUCATION CROSS-CATEGORICAL CERTIFICATION PROGRAM (801 LICENSE)

Prior to enrolling, candidates for the Cross-Categorical Special Education endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The Special Education Cross-Categorical Teacher Licensure Program provides graduate study that leads to the Cross-Categorical Teaching License #801. Candidates must be a certified teacher prior to enrollment in the cross-cat program. A licensure portfolio is submitted at the end of the practicum. Candidates must also pass the Wisconsin Foundations of Reading test and the Praxis Subject Assessment test covering middle level content prior to licensure. The Cross-Categorical endorsement closely matches the grade levels of the candidates regular teaching license.

Required graduate courses in the Special Education Cross-Categorical Teacher Licensure Program include (18 credits):

TEACHING 6030	Management for Children with Disabilities (CWD)	3
TEACHING 6150	Assessing Children with Disabilities (CWD)	3
TEACHING 6830	Strategies for Effective Inclusion	3
TEACHING 7220	Remedial Reading	3
TEACHING 7620	Special Education: Legal and Theoretical Foundations	3
TEACHING 7960	Cross-Categorical Special Education Practicum	3

## PROGRAM PLAN – ENGLISH AS A SECOND LANGUAGE LICENSURE PROGRAM (395 LICENSE)

Prior to enrolling, candidates for the English as a Second Language or Bilingual endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The English as a Second Language (ESL) Licensure Program provides advanced study to licensed teachers that then leads to ESL Teaching License #395. Students complete required coursework and submit a licensure portfolio upon completion of the program. The ESL endorsement is an early childhood - adolescence developmental age level.

Required graduate courses in the ESL Teacher Licensure Program include:

TEACHING 7000	Research Procedures	3
TEACHING 7650	Issues in ELL Education	3
TEACHING 7660	Methods and Assessment of Teaching English Language Learners	3
TEACHING 7670	Second Language Acquisition in K-12 Classrooms	3
TEACHING 7690	Linguistics for Teachers of English Language Learners	3
TEACHING 7710	Bilingual and Bicultural Education	3
TEACHING 7880	Graduate Practicum in Teaching	3-6

## PROGRAM PLAN - TEACHER OF VISUALLY IMPAIRED (825 LICENSE)

Prior to enrolling, candidates for the Teacher of Visually Impaired endorsement must provide proof of eligibility to hold a Wisconsin teaching license.

The Teacher of Visually Impaired Licensure Program provides advanced study to licensed teachers that then leads to TVI Teaching License #825.

Students complete required coursework and submit a licensure portfolio upon completion of the program. Candidates must also pass the Wisconsin Foundations of Reading test. The TVI endorsement is an early childhood - adolescence developmental age level.

Required graduate courses in the Teacher of Visually Impaired Program include:

TEACHING 7720	Introduction to Visual Impairment	3
TEACHING 7730	Braille Code and Communication 1	3
TEACHING 7740	Principles of Orientation, Mobility and Assistive Technology for Students with Visual Impairments	3
TEACHING 7750	Methods and Issues of Teaching Students with Visual Impairments	3
TEACHING 7760	Anatomy and Physiology of the Eye and Implications of Low Vision	3
TEACHING 7770	Braille Code and Communication 2	3
TEACHING 7880	Graduate Practicum in Teaching	1-8

## COURSE DESCRIPTIONS

Agricultural Industries	AGINDUS
Agricultural Sciences	AGSCI
Art	ART
Biology	BIOLOGY
Business Administration	BUSADMIN
Chemistry	CHEMISTRY
Computer Science	COMPUTER
Counseling Psychology	COUNSPSY
Criminal Justice	CRIMLJUS
Economics	ECONOMIC
English	ENGLISH
Ethnic Studies	ETHNSTDY
French	FRENCH
Geography	GEOGRPHY
Geology	GEOLOGY
German	GERMAN
Health and Human Performance	HHP
History	HISTORY
Industrial Studies	INDUSTDY
Mathematics	MATH
Media Studies	MEDIA
Applied Music	MUAP
Music	MUSIC
Philosophy	PHLSPHY
Physical Science	PHSC
Physics	PHYSICS
Political Science	POLISCI

Psychology	PSYCHLGY
Sociology	SOCIOLGY
Spanish	SPANISH
Speech	SPEECH
Teaching	TEACHING
Theatre	THEATRE
UW-Platteville Study	UWPSTUDY
Women's and Gender Studies	WOMGENDR

## COURSES

### AGRICULTURAL INDUSTRIES (AGINDUS)

#### AGINDUS 7920 Seminar Paper Research 2 Credits

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karrmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring

#### AGINDUS 7980 Independent Study in Agriculture 1-4 Credits

The amount of graduate credit applied toward a masters degree may not exceed a total of four credits except with the special permission of the students advisor, the program head, 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 an approved independent study proposal form. This form 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. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies Office online at [www.uwplatt.edu/gradstudies/independentstudy.html](http://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 masters degree at the University of Wisconsin-Platteville.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

#### AGINDUS 7990 Thesis Research 3-6 Credits

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring

## AGRICULTURAL SCIENCES (AGSCI)

### AGSCI 7920 Seminar Paper Research 1-2 Credits

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karrmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring

### AGSCI 7980 Independent Study in Agriculture 1-4 Credits

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

### AGSCI 7990 Thesis Research 3-6 Credits

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring

## ART (ART)

### ART 7980 Independent Study in Art 1-4 Credits

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 students 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 of the subject to be covered. Independent Study in Art may not be used for collecting information for the seminar paper.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

## BIOLOGY (BIOLOGY)

### BIOLOGY 6920 Special Problems in Biology 1-3 Credits

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

**Components:** Independent Study

**Typically Offered:**

**BIOLOGY 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

**BIOLOGY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## **BUSINESS ADMINISTRATION (BUSADMIN)**

**BUSADMIN 5030 Human Resource Management 3 Credits**

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 managers role in dealing with human resources is emphasized.

**Components:** Class

**Cross Offering:** BUSADMIN 5030

**Prereqs/Coreqs:** Not in BUSADMIN 3030

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 5100 Compensation Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5100

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 5130 Legal Environment of Business 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring



**BUSADMIN 5340 Management, Gender and Race 3 Credits**

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

**Components:** Class

**Cross Offering:** BUSADMIN 5340, WOMGENDR 5340

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 5500 Employee Training and Development 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5500

**Typically Offered:** Spring

**BUSADMIN 5530 Organizational Behavior 3 Credits**

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

**Components:** Class

**Cross Offering:** BUSADMIN 5530

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 5540 Quality Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5540

**Typically Offered:** Fall/Spring

**BUSADMIN 5620 Corporate Finance 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5620

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 5650 International Finance 3 Credits**

This course is a comprehensive study of the role of international finance in business. Topics will include the foreign exchange market, determination of interest rates, international banking, international capital markets, international investments and international corporate finance. P: BUSADMIN 3620 (BUSADMIN 5620) or equivalent, or permission of the department chair.

**Components:** Class

**Cross Offering:** BUSADMIN 5650

**Prereqs/Coreqs:** P: BUSADMIN 3620 (BUSADMIN 5620)

**Typically Offered:**

**BUSADMIN 5720 International Marketing 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5720

**Typically Offered:** Fall/Spring

**BUSADMIN 5740 Consumer Behavior 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5740

**Typically Offered:** Spring

**BUSADMIN 6100 Supply Chain Management 3 Credits**

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: ECONOMIC 2410 or MATH 1830 or MATH 4030 or consent of instructor.

**Components:** Class

**Cross Offering:** BUSADMIN 6100

**Typically Offered:** Fall/Spring

**BUSADMIN 6160 Purchasing Management 3 Credits**

This course focuses on the managerial, administrative, strategic and tactical aspects of the purchasing function. Emphasis will be placed on the pertinent issues in purchasing management for both goods and services business sectors. The course will explore the managerial perspective of the core tasks and challenges required to effectively manage the purchasing function within the context of an integrated supply chain. P: BUSADMIN 4100 or consent of instructor.

**Components:** Class

**Cross Offering:** BUSADMIN 6160

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 6200 Employee Recruitment and Selection 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6200

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Spring

**BUSADMIN 6330 Labor-Management Relations 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6330

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Fall

**BUSADMIN 6630 Marketing Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6630

**Typically Offered:** Fall/Spring

**BUSADMIN 6940 Special Problems 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:**

## CHEMISTRY (CHEMSTRY)

### **CHEMSTRY 5900 Directed Studies 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring/Summer

### **CHEMSTRY 6000 Research 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring/Summer

### **CHEMSTRY 6820 Advanced Topics in Physical Chemistry 2 Credits**

Topics selected from thermodynamics, chemical kinetics, nuclear chemistry, atomic and molecular structure, statistical mechanics and radiation chemistry.

**Components:** Class

**Typically Offered:**

### **CHEMSTRY 6830 Biochemistry Topics 3 Credits**

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.

**Components:** Class

**Typically Offered:**

## COMPUTER SCIENCE (COMPUTER)

### **COMPUTER 5030 Artificial Intelligence 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

### **COMPUTER 5430 Object-Oriented Analysis and Design 3 Credits**

Requirements engineering, analysis, and specification using the object-oriented paradigm. Object-oriented architectural and detailed design. Use of an OOAD modeling language such as UML. Investigation of OOAD patterns. Moderate size, group project. P: SOFTWARE 2730 and COMPUTER 2430.

**Components:** Class

**Typically Offered:** Fall

### **COMPUTER 5520 Programming Language Structures 3 Credits**

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

**Components:** Class

**Typically Offered:**

### **COMPUTER 5730 Software Quality 3 Credits**

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

**Components:** Laboratory, Class

**Typically Offered:** Fall

**COMPUTER 5860 Software Maintenance and Reengineering 3 Credits**

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: SOFTWARE 3430/COMPUTER 5430 Object-Oriented Analysis and Design, COMPUTER 2630 Object-Oriented Programming and Data Structures II.

**Components:** Class

**Typically Offered:** Spring

**COMPUTER 5870 Web Protocols, Technologies and Applications 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall

**COMPUTER 5920 Computer Graphics 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COMPUTER 6130 Real-Time Embedded Systems Programming 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

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

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.

**Components:** Class

**Typically Offered:** Fall

**COMPUTER 7120 Software Project I 2 Credits**

Participation in a semester-long, group software development group project, typically at the students home university. Software engineering techniques and principles will be applied in the development of the project. P: COMPUTER 2630 and SOFTWARE 2730.

**Components:** Class

**Typically Offered:** Spring

**COMPUTER 7220 Software Project II 2 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**COMPUTER 7360 Advanced Operating Systems 3 Credits**

This course will cover advanced OS topics, which include concurrent processing, inter-process communication, process synchronization, deadlocks, introduction to queueing theory and operational analysis, topics in distributed systems and algorithms, check pointing, recovery, multiprocessor operating systems

**Components:** Class

**Typically Offered:**

**COMPUTER 7380 Advanced Database Management Systems 3 Credits**

Overview of Database Systems, Relational Model, Relational Algebra, Relational Calculus and SQL. Study of Database Applications Development, including modeling and designing database systems, and the implementation of Database-Backed Internet applications. Cover advanced Database topics such as Storage and Indexing, Query Evaluation, Transaction Management, Concurrency Control and Crash Recovery.

**Components:** Class

**Typically Offered:**

**COMPUTER 7460 Computer Security 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COMPUTER 7630 Compiler Construction 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COMPUTER 7640 Machine Learning 3 Credits**

This course is designed to give graduate-level students a thorough foundation in methodologies and technologies needed for conducting research in machine learning and solving real-world problems using machine learning knowledge. The topics include general machine learning concepts and techniques such as expectation-maximization, maximum likelihood estimation, gradient descent as well as specific supervised, unsupervised and reinforcement learning methods such as inductive inference, artificial neural network, support vector machines, clustering, Markov decision processes, etc. Students will have the opportunity to experiment with machine learning techniques and apply them to selected problems in projects.

**Components:** Class

**Typically Offered:**

**COMPUTER 7660 Computer Vision 3 Credits**

This course introduces the basic concepts in computer vision. It covers the following topics: An introduction to low-level image analysis methods, including image formation, edge detection, feature detection, and image segmentation; Image transformations (e.g., warping, morphing, and mosaics) for image synthesis; Methods for reconstructing three-dimensional scene information using techniques such as depth from stereo, structure from motion, and shape from shading; Algorithms on motion and video analysis; and three-dimensional object recognition algorithms.

**Components:** Class

**Typically Offered:**

**COMPUTER 7720 Human-Computer Interaction 3 Credits**

Human-Computer Interaction is the study of how people interact with computers. This course is an overview with a blend of theory and practice pertaining to the study of interaction with information systems. The course covers background relating to user-centered approaches in the design and evaluation of information systems applications. Areas to be addressed include the user interface and software design strategies, user experience levels, interaction styles, usability engineering, web site usability, and collaborative systems technology. Students will perform formal interface evaluations and usability tests applied to current information systems technology.

**Components:** Class

**Typically Offered:**

**COMPUTER 7820 Advanced Algorithms 3 Credits**

This course covers the advanced paradigms for the design and analysis of efficient algorithms, including dynamic programming, optimal greedy algorithms, amortized analysis, parallel algorithms, computational geometry algorithms, NP-hard and NP-complete problems, approximation algorithms, network flow algorithms, and randomized algorithms.

**Components:** Class

**Typically Offered:**

**COMPUTER 7830 Special Topics in Computer Science 1-3 Credits**

Specific contemporary issues or other issues related to Computer Science will be explored in depth. Topics vary. P: consent of instructor.

**Components:** Class

**Typically Offered:** Spring

**COMPUTER 7920 Seminar Paper Research 1-3 Credits**

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.

**Components:** Seminar

**Typically Offered:**

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

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

**Components:** Independent Study

**Typically Offered:** Fall/Spring

**COMPUTER 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring

## **COUNSELING PSYCHOLOGY (COUNSPSY)**

**COUNSPSY 6250 Group Counseling 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 6600 Measurement for Counselors and Educators 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 6630 Introduction to Professional Counseling 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7010 Counseling in the School 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7020 Individual Counseling Techniques 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7050 Practicum I: School Counseling 3 Credits**

The purpose of this class is to become familiar with the school counselor role. Throughout the semester students will observe a variety of counselor styles and settings and have the opportunity to learn more about their future profession. Practicum 1 is designed for students to observe counseling related activities that are new to them. Self-reflection and discussion will be encouraged.

**Components:** Field Studies

**Typically Offered:**

**COUNSPSY 7060 Practicum II: School Counseling 3-12 Credits**

Practicum II is an applied experience during which the Practicum Student works as a professional counselor in training in cooperation with a school districts counseling personnel. The practicum is the culmination of the counselor education students preparation. The emphasis of practicum is on counseling skills, generalizability to work with actual students, and the development of insight. The practicum II experience requires 525 hours of counseling tasks across all levels. The minimum number of hours at any one level is 100 hours.

**Components:** Field Studies

**Typically Offered:**

**COUNSPSY 7070 Theories of Counseling and Psychotherapy 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7080 Career Counseling 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7110 Topical Seminar in Counseling 1-3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7130 At Risk Youth 3 Credits**

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

**Components:** Class

**Cross Offering:** COUNSPSY 7130

**Typically Offered:**

**COUNSPSY 7140 Student Services in Higher Education 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7150 Mental Health Counseling 3 Credits**

An orientation to the counseling professions especially with an emphasis on mental health counseling: organizations, administration, accountability systems, types of services, and training requirements will be studied. The mental health counseling track prepares license eligible graduates in professional counseling, and the department is an Approved Program by the Licensed Professional Counselor Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board of the State of Wisconsin. P: core courses in the program.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7170 Advanced Counseling Techniques 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7190 Multicultural Counseling and Education 3 Credits**

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 womens psychological development, LGBTQ issues, and working with the elderly.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7200 Diagnosis, Assessment and Treatment of Psychopathology 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7230 Family and Couples Counseling 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7240 Adult and Advanced Developmental Psychology 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7250 Practicum I: Student Services in Higher Education 3 Credits**

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

**Components:** Practicum

**Typically Offered:**

**COUNSPSY 7260 Practicum II: Student Services in Higher Education 3-6 Credits**

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

**Components:** Practicum

**Typically Offered:**



**COUNSPSY 7270 Play Therapy for Counselors 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7280 History, Philosophy and Organization in Higher Education 3 Credits**

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

**Components:** Class

**Typically Offered:**

**COUNSPSY 7290 AODA and Psychopharmacology 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**COUNSPSY 7350 Practicum I in Clinical Mental Health Counseling 3 Credits**

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

**Components:** Practicum

**Typically Offered:**

**COUNSPSY 7360 Practicum II Internship in Mental Health Counseling 3-6 Credits**

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

**Components:** Practicum

**Typically Offered:**

**COUNSPSY 7650 Research Procedures for Professional Counselors 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**COUNSPSY 7920 Seminar Paper Research 2 Credits**

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.

**Components:** Seminar

**Typically Offered:**

**COUNSPSY 7980 Independent Study in Counseling Psychology 1-3 Credits**

The total amount of credit allowed for independent studies may not exceed three credits except with the special permission of the Counseling Psychology Program and the graduate 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.

**Components:** Independent Study

**Typically Offered:**

**COUNSPSY 7990 Thesis Research 3-4 Credits**

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

**Components:** Thesis Research

**Typically Offered:**

## CRIMINAL JUSTICE (CRIMLJUS)

### CRIMLJUS 6030 Criminal Law 3 Credits

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6030

**Typically Offered:** Fall/Spring

### CRIMLJUS 6330 Criminal Procedure and Evidence 3 Credits

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6330

**Typically Offered:** Fall

### CRIMLJUS 6630 Current Topics in Criminal Justice 1-3 Credits

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6630

**Typically Offered:** Summer

### CRIMLJUS 6830 Psychopharmacology for AODA Counselors 3 Credits

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.

**Components:** Class

**Cross Offering:** CRIMLJUS 6830

**Typically Offered:** Fall

### CRIMLJUS 6930 Criminal Justice Seminar 3 Credits

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

**Components:** Seminar

**Cross Offering:** CRIMLJUS 6930

**Typically Offered:** Spring

### CRIMLJUS 7920 Seminar Paper Research 3 Credits

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 students educational experience, and as a bridge to the students future in the criminal justice field. P: for online masters programs: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (All masters programs: contact advisor for prior approval and registration instructions.)

**Components:** Seminar

**Cross Offering:** CRIMLJUS 7920

**Prereqs/Coreqs:** P: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230 and CRIMLJUS 7330

**Typically Offered:** Fall/Spring/Summer

### CRIMLJUS 7980 Independent Study in Criminal Justice 1-4 Credits

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 students 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.)

**Components:** Independent Study

**Cross Offering:** CRIMLJUS 7980

**Typically Offered:** Fall/Spring/Summer

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

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 students area of emphasis, and must be approved by a thesis committee. P: for online masters programs: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (All masters programs: contact advisor for prior approval and registration instructions.)

**Components:** Thesis Research

**Cross Offering:** CRIMLJUS 7990

**Prereqs/Coreqs:** P: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230 and CRIMLJUS 7330

**Typically Offered:** Fall/Spring/Summer

## ECONOMICS (ECONOMIC)

**ECONOMIC 6940 Special Problems 1-4 Credits**

Supervised reading on selected economic problems.

**Components:** Independent Study

**Typically Offered:**

## ENGLISH (ENGLISH)

**ENGLISH 5000 Technical Writing 3 Credits**

Technical description and explanation, job applications, business correspondence, and reports suited to ones 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.

**Components:** Class

**Typically Offered:**

**ENGLISH 5250 Sociolinguistics for TESL/TESOL 3 Credits**

Introduction to problems of language, pedagogy, and cultural politics 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.

**Components:** Class

**Typically Offered:**

**ENGLISH 5260 Language and Culture 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**ENGLISH 5940 Grammar in Context 3 Credits**

Attention given to both traditional and modern (functional) grammar, including the parts of speech, phrases, clauses, sentence patterns, and their combinations into a variety of sentence types and paragraph patterns. Practical application of grammatical concepts in a writing- and reading-intensive environment, with attention to the logic of punctuation and conventional mechanics. P: ENGLISH 1130 and ENGLISH 1230. Every Fall.

**Components:** Class

**Typically Offered:**

**ENGLISH 5990 Topics in Language, Literature, or Writing 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**ENGLISH 6670 Methods of Teaching English as a Second Language 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**ENGLISH 7250 Literature for TESOL Teachers 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**ENGLISH 7260 Sociolinguistics and Language Teaching 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**ENGLISH 7670 Methods of Teaching English as a Second Language 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**ENGLISH 7910 Independent Study in English 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall

**ENGLISH 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karrmann Library.

**Components:** Seminar

**Typically Offered:**

**ENGLISH 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:**

## ETHNIC STUDIES (ETHNSTDY)

### ETHNSTDY 5630 Ethnic and Gender Equity in Education 3 Credits

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.

**Components:** Class

**Typically Offered:** Fall/Spring

### ETHNSTDY 5720 Ethnic Rights and Politics 3 Credits

(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.

**Components:** Class

**Cross Offering:** POLISCI 5730

**Typically Offered:** Spring

### ETHNSTDY 7980 Independent Study in Ethnic Studies 1-4 Credits

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

## FRENCH (FRENCH)

### FRENCH 6050 Supervised Independent Study 1-4 Credits

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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

### FRENCH 7920 Seminar Paper Research 1-2 Credits

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

## GEOGRAPHY (GEOGRPHY)

### GEOGRPHY 5330 Environmental Conservation 3 Credits

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.

**Components:** Class

**Typically Offered:** Fall/Spring

### GEOGRPHY 7980 Independent Study in Geography 1-4 Credits

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

## GEOLOGY (GEOLOGY)

### **GEOLOGY 7980 Independent Study in Geology 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

## GERMAN (GERMAN)

### **GERMAN 5000 Foreign Languages Travel Abroad Seminar 1-4 Credits**

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 quantity of written work. Non-language students should consult the Humanities department chair.

**Components:** Seminar

**Typically Offered:** Spring

### **GERMAN 6250 Supervised Independent Study 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

## HEALTH AND HUMAN PERFORMANCE (HHP)

### **HHP 5220 Teaching Issues Relating to Alcohol, Drugs, and Sexuality 2 Credits**

This course covers information and explores strategies, programs, and teaching techniques to prepare the teaching candidate to teach in a school setting. The teacher candidate is required to perform 5 hours of teaching in a school setting. P: HHP 2030 Spring.

**Components:** Class

**Typically Offered:** Spring

### **HHP 5500 Methods in Teaching Health Education 3 Credits**

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

**Components:** Class

**Typically Offered:**

### **HHP 6020 Psychology of Coaching 2 Credits**

The principles and techniques applicable to coaching interschool activities.

**Components:** Class

**Typically Offered:** Spring

### **HHP 6230 Methods in Middle/Secondary Physical Education 3 Credits**

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.

**Components:** Class

**Typically Offered:**

### **HHP 6330 Organization, Administration, and Curriculum of Physical Education and Health 4 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**HHP 6430 Current Issues in Health and Physical Education 1-3 Credits**

Study of current topics in health and physical education.

**Components:** Class

**Typically Offered:** Summer

**HHP 6940 Seminar in Community and Environmental Health Education 3 Credits**

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

**Components:** Seminar

**Typically Offered:**

**HHP 6960 Independent Study in Physical Education 1-3 Credits**

The amount of graduate credit applied toward a masters degree may not exceed a total of four credits except with the special permission of the students advisor, the program head, 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 an approved independent study proposal form. This form 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. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies Office online at [www.uwplatt.edu/gradstudies/independentstudy.html](http://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 masters degree at the University of Wisconsin-Platteville.

**Components:** Independent Study

**Typically Offered:** Fall/Spring/Summer

**HHP 7420 Practicum in Athletic Coaching 2-6 Credits**

Actual experience related to the coaching of an athletic team under the leadership of an experienced coach and teacher.

**Components:** Field Studies

**Typically Offered:** Fall/Spring

**HHP 7920 Seminar Paper Research 2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring

**HHP 7980 Independent Study in Health Education 1-3 Credits**

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.

**Components:** Independent Study

**Typically Offered:**

**HHP 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Independent Study

**Typically Offered:**

## HISTORY (HISTORY)

### **HISTORY 6230 Issues in History 1-3 Credits**

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.

**Components:** Class

**Typically Offered:**

### **HISTORY 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

### **HISTORY 7980 Reading and Research in Social Science 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall

### **HISTORY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## INDUSTRIAL STUDIES (INDUSTDY)

### **INDUSTDY 5930 Teaching Technology Education 3 Credits**

Teaching methodology, delivery styles, and curriculum development for technology education. Unit planning, lesson planning, and aligning curriculum to standards are emphasized in an interactive teaching/learning environment. (Fall, Spring) P: TEACHING 1230.

**Components:** Class

**Typically Offered:** Fall/Spring

### **INDUSTDY 5950 Industrial Design for Production 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 5950

**Typically Offered:** Fall



**INDUSTDY 6640 Curriculum and Facility Planning 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

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

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.

**Components:** Class

**Typically Offered:** Spring

**INDUSTDY 6950 Production Planning and Control 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 6950

**Typically Offered:** Fall/Spring

**INDUSTDY 6990 Industrial Studies Internship 2-8 Credits**

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.

**Components:** Field Studies

**Typically Offered:**

**INDUSTDY 7000 Research Methodology 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 7000

**Typically Offered:**

**INDUSTDY 7920 Seminar Paper Research 2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

**INDUSTDY 7980 Independent Study in Industrial Studies 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Spring

**INDUSTDY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:**

## MATHEMATICS (MATH)

**MATH 7980 Independent Study in Mathematics 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

## MEDIA STUDIES (MEDIA)

**MEDIA 5010 Business Communication 3 Credits**

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

**Components:** Class

**Cross Offering:** MEDIA 5010

**Typically Offered:** Fall/Spring/Summer

**MEDIA 5800 Meeting and Event Management 3 Credits**

This course explores the meetings industry, including association, corporation, and government meetings. Students also examine conventions, trade shows, incentive travel and special events.

**Components:** Class

**Cross Offering:** MEDIA 5800

**Typically Offered:** Spring

**MEDIA 7330 Organizational Communication 3 Credits**

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.

**Components:** Class

**Cross Offering:** MEDIA 7330

**Typically Offered:** Spring

**MEDIA 7980 Independent Study in Media Studies 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

## MUSIC (MUSIC)

### **MUSIC 6500 Seminar in Music 1-3 Credits**

A critical examination of one area within the field of music, the specific subject to be determined by the instructor and the needs of the student.

**Components:** Class

**Typically Offered:**

### **MUSIC 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring

### **MUSIC 7980 Independent Study in Music 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring

### **MUSIC 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring

## MUSIC APPLIED (MUAP)

### **MUAP 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

**MUAP 7980 Independent Study in Music 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

**MUAP 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## PHILOSOPHY (PHLSPHY)

**PHLSPHY 7980 Independent Study 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:**

**PHLSPHY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## PHYSICAL SCIENCE (PHSC)

**PHSC 6990 Independent Study in Physical Science 1-4 Credits**

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

**Components:** Independent Study

**Typically Offered:** Fall/Spring

## PHYSICS (PHYSICS)

**PHYSICS 6990 Independent Study in Physics 1-4 Credits**

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

**Components:** Independent Study

**Typically Offered:** Summer

**PHYSICS 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:** Summer

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

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:** Summer

## POLITICAL SCIENCE (POLISCI)

**POLISCI 5520 The Judicial Process 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**POLISCI 5730 Ethnic Rights and Politics 3 Credits**

(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.

**Components:** Class

**Cross Offering:** ETHNSTDY 5720

**Typically Offered:** Spring

**POLISCI 5830 Civil Liberties 3 Credits**

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.

**Components:** Class

**Cross Offering:** POLISCI 5830

**Typically Offered:**

**POLISCI 6420 Constitutional Law 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**POLISCI 6720 Study and Research in Political Science 1-3 Credits**

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

**Components:** Independent Study

**Typically Offered:**

**POLISCI 6760 Seminar in Selected Topics in Political Science 1-3 Credits**

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.

**Components:** Seminar

**Typically Offered:**

**POLISCI 7980 Independent Study in Political Science 1-4 Credits**

The amount of graduate credit applied toward a masters degree may not exceed a total of four credits except with the special permission of the students advisor, the program head, 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 an approved independent study proposal form. This form 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. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies Office online at [www.uwplatt.edu/gradstudies/independentstudy.html](http://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 masters degree at the University of Wisconsin-Platteville.

**Components:** Independent Study

**Typically Offered:** Fall

## PSYCHOLOGY (PSYCHLGY)

**PSYCHLGY 5990 Psychology of Adulthood and Aging 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**PSYCHLGY 6020 Contemporary Issues in Psychology 1-3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

**PSYCHLGY 6430 Abnormal Psychology 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

**PSYCHLGY 6930 Techniques of Counseling and Psychotherapy 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall/Spring

**PSYCHLGY 6940 Advanced Techniques of Counseling and Psychotherapy 3 Credits**

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 or PSYCHLGY 6930 or COUNSPSY 7020.

**Components:** Class

**Typically Offered:** Spring

**PSYCHLGY 7010 Assessment and Diagnosis of Psychopathology 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**PSYCHLGY 7040 SUBSTANCE ABUSE ASSESSMENT AND TREATMENT 3 Credits**

This course is an overview of various types of substance and behavioral addictions and resulting characteristics and behavior patterns of the addicted individual. Emphasis is on etiology, assessment and evidence-based, multi-disciplinary treatment models and methods.

**Components:** Class

**Typically Offered:**

**PSYCHLGY 7440 Graduate Practicum in Psychology 1-4 Credits**

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.

**Components:** Practicum

**Typically Offered:** Fall/Spring/Summer

**PSYCHLGY 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:**

**PSYCHLGY 7980 Independent Study in Psychology 1-4 Credits**

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.

**Components:** Independent Study

**Cross Offering:** PSYCHLGY 7980

**Typically Offered:** Fall/Spring/Summer

**PSYCHLGY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## **SOCIOLOGY (SOCIOLOGY)**

**SOCIOLOGY 5230 Human Relations 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

**SOCIOLGY 7980 Independent Study in Sociology 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:**

**SOCIOLGY 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karmann Library.

**Components:** Thesis Research

**Typically Offered:**

## SPANISH (SPANISH)

**SPANISH 5840 Topics in Hispanic Literature and Culture 1-3 Credits**

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.

**Components:** Class

**Typically Offered:**

**SPANISH 6850 Supervised Independent Study 1-4 Credits**

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.

**Components:** Independent Study

**Typically Offered:**

## SPEECH COMMUNICATION (SPEECH)

**SPEECH 7920 Seminar Paper Research 1-2 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring

**SPEECH 7980 Independent Study in Speech 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring



**SPEECH 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring

## TEACHING (TEACHING)

**TEACHING 5110 Key Concepts of Middle Level Education 2 Credits**

Provides students with an understanding of the philosophy and organization of middle level education. C: TEACHING 5120.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 5120 Characteristics of Transescents 2 Credits**

Introduces the characteristics of young adolescents with a focus on their physical, intellectual, emotional, and social development. C: TEACHING 5110.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 5140 Middle Level Education Block I 3 Credits**

Characteristics of middle level students are studied with a focus on the physical, intellectual, emotional, social, and moral development of the young adolescent. The course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic consideration as a response to the developmental needs of the transescent learner.

**Components:** Class

**Typically Offered:**

**TEACHING 6020 Educational Media Technology 2 Credits**

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.

**Components:** Laboratory, Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 6030 Management for Children with Disabilities (CWD) 3 Credits**

Increases the understanding of instructional practices for managing classroom behavior. Presents techniques for preventing behavior problems and for intervening when problems do occur.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 6150 Assessing Children with Disabilities (CWD) 3 Credits**

A survey of psychological testing with emphasis on the evaluation, administration, interpretation, and statistical analysis of the results of psychological testing devices and techniques.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 6200 Transitions for Children with Disabilities 3 Credits**

Transition services is about life skills, not just about school-to-work. Transition services apply to all ages, including pre-school. Students ask and respond to the question: What is it that each student needs in order to have a good quality life? Areas covered include: employment/education; home/family; leisure pursuits; community involvement; emotional/physical health; personal responsibility/relationships. Course focuses on students with special needs.

**Components:** Class

**Typically Offered:**

**TEACHING 6220 Advising, Interaction and Communication 2 Credits**

Focuses on the classroom affective skills required of middle school teachers including listening, group dynamics, encouragement, and non-verbal communication. C: TEACHING 6620.

**Components:** Class

**Typically Offered:**

**TEACHING 6330 Administration and Family Relations in Early Childhood 3 Credits**

Development of managerial and leadership roles, knowledge of requirements for certification and licensing, effective communication with staff and parents, and community relations and advocacy.

**Components:** Class

**Typically Offered:**

**TEACHING 6420 Oral Language and Emergent Literacy 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

**TEACHING 6530 Current Topics in Education 1-4 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 6620 Teaching Transescents 2 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 6630 Learning and Language Disorders 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 6730 Working with Families of Children with Disabilities 2 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 6830 Strategies for Effective Inclusion 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7000 Research Procedures 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7050 Public Relations in School and Community 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall

**TEACHING 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, and critical thinking.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 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, and instructional content and practice.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7130 Improving Instructional Effectiveness 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7150 Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL) 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall

**TEACHING 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 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.

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7180 School and Community Culture 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

**TEACHING 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 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.

**Components:** Class

**Typically Offered:**

**TEACHING 7210 Foundational Literacy PreK-12 (Reading El Middle) 3 Credits**

This course is designed to prepare teachers to help all students develop basic reading abilities and skills. Developmental reading for grades Prekindergarten through grade 12 will be stressed including teaching reading to students who are English Language Learners or who have special needs. The course will also address motivation, materials, and strategies to teach individuals, groups and for whole class instruction as well as development of a well-rounded reading program.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7220 Remedial Reading 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7230 Remedial Reading Practicum 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7240 Juvenile Literature 3 Credits**

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

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7250 Content Area Reading 3 Credits**

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.

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7270 Reading in the Middle/Secondary School 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7280 Seminar in Reading 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7290 Symposium on Reflection and Critical Thinking 3 Credits**

This course serves as a capstone experience for graduate students in the M.S.E. program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to: develop and discuss readings as well as the process of reflection to application; discuss the application of their graduate coursework in their classrooms; explore the use of reflection with their students; and to explore self-actualization as a product of reflection.

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7340 Educational Administration Introduction Seminar 2 Credits**

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.

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7350 Educational Administration Relationships 1-4 Credits**

This module will address the following: personnel issues, classroom management, community relations, school climate, relationships with district offices, school board members, professional judgement, school culture, diversity issues, and leadership and management styles. P: TEACHING 7340. Co-requisite: 1 credit of TEACHING 7400.

**Components:** Class

**Typically Offered:**

**TEACHING 7360 Educational Administration Student Learning 1-4 Credits**

Designed to prepare prospective administrators to be instructional leaders in their school. This course is built around the Wisconsin Standards. Students in this course are expected to demonstrate a knowledge and experience base in the Ten Teaching Standards for Wisconsin and how these standards transfer into effective classroom activities. P: TEACHING 7350.

**Components:** Class

**Typically Offered:**

**TEACHING 7370 Educational Administration Systems I 4 Credits**

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 7340, TEACHING 7350 and TEACHING 7360.

**Components:** Class

**Typically Offered:**

**TEACHING 7380 Educational Administration Legal Aspects (Regular and Special Education) 1-4 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7390 Educational Administration Systems II 4 Credits**

The Systems II module is an extension of the Systems I module with an emphasis on simulations and practicum projects. P: TEACHING 7380. Co-requisite: 1 credit of TEACHING 7400.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7400 Educational Administration Practicum 1 1 Credit**

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 100 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issues and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor. P: TEACHING 7340 and TEACHING 7360. Coreq: TEACHING 7350.

**Components:** Practicum

**Typically Offered:**

**TEACHING 7410 Educational Administration Practicum 2 1 Credit**

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 200 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issue and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor. P: TEACHING 7350, TEACHING 7370, TEACHING 7380, TEACHING 7390, TEACHING 7400.

**Components:** Class

**Typically Offered:** Occasional

**TEACHING 7440 Exploring Innovations in Education 3 Credits**

This course is intended to provide learners with an opportunity to explore and research the impact and value of a variety of recent innovations in education. Students will examine and research information about varied teaching methods (accelerated and active learning), and how these can affect the planning and delivery of education. Questions about how learning takes place most effectively when using alternative and flexible learning options such as hybrid, blended and fully online course delivery will be addressed. Do the learning environment and the use of instructional technology tools enhance or detract from learning? How might the use of wikis, blogs, and course management systems such as Blackboard, D2L, and other vendor specific platforms influence the teaching and learning that takes place? What about open source technologies such as Moodle and Sakai, and the use of Web 2.0 tools? Do these innovations enhance or detract from intended learning outcomes? How will social networking sites such as Facebook, LinkedIn, Twitter and other online options influence the social interaction component in online and face-to-face learning environments? What considerations should be made for planning and delivering education and/or training using technology? What are some of the future trends that we might anticipate taking place over the next five to ten year timeframe and how might we as educators embrace these and select the best tools for the particular teaching or training situation in which we find ourselves? This course is intended for students who are interested in learning about the current and future options and trends for delivering education and training and how the planning and execution of education can be affected by the mode of delivery and the teaching methodology employed.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7450 Advanced Special & Regular Education Curriculum, Technology, Staff Development & Assessment 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7460 Administration and Director of Instruction 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7470 Administration of Special Education & Pupil Service 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7480 Teaching Secondary Methods 3 Credits**

This course has been organized around a logical approach to teaching young adult learners, in areas taught that correspond with the edTPA. These sections are: 1) how students learn, process, and utilize information, 2) how to plan for teaching content and academic language 3) how to instruct and 4) how to assess your students and yourself.

**Components:** Class

**Typically Offered:**

**TEACHING 7500 Topics in Education 3 Credits**

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

**Components:** Class

**Typically Offered:**

**TEACHING 7520 Supervision and Administration of Reading Programs 3 Credits**

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

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7540 Program Planning for Adults 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7550 The Adult Learner 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7610 Portfolio Development and Competency Review 3 Credits**

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: Student must be licensed teachers or emergency licensed special education teachers.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7620 Special Education: Legal and Theoretical Foundations 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7630 Instructional Content and Practice 3 Credits**

This course will place emphasis on strategies, remediation, compensation, instructional methods, curriculum, and inclusive practices in the instructional setting.

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7640 Ethical Practices in Teaching Children with Disabilities 2 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7650 Issues in ELL Education 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7660 Methods and Assessment of Teaching English Language Learners 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall

**TEACHING 7670 Second Language Acquisition in K-12 Classrooms 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7680 Intercultural Communication for Teachers of English Language Learners 3 Credits**

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

**Components:** Class

**Typically Offered:** Spring

**TEACHING 7690 Linguistics for Teachers of English Language Learners 3 Credits**

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

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7700 Field Experience in Cultural Diversity 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**TEACHING 7710 Bilingual and Bicultural Education 3 Credits**

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.

**Components:** Class

**Typically Offered:** Summer

**TEACHING 7720 Introduction to Visual Impairment 3 Credits**

A study of educational services for student with visual impairments that may also include other disabilities. An emphasis is placed on the psychosocial effects and the unique learning needs of students with visual impairment. Course components allow candidates to meet some of the requirements for certification in the teaching area of visual impairment. The course is also appropriate as an elective for teachers in other areas. The course will enable the teacher to understand the impact of low vision on the individual and the classroom and provide the teacher with some strategies to create an inclusive classroom that enhances the experiences and learning of the child with low vision.

**Components:** Class

**Typically Offered:**

**TEACHING 7730 Braille Code and Communication 1 3 Credits**

This course will provide basic skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision.

**Components:** Class

**Typically Offered:**

**TEACHING 7740 Principles of Orientation, Mobility and Assistive Technology for Students with Visual Impairments 3 Credits**

This course will provide a combined theoretical and clinical experience in principles and strategies for helping students with visual impairments with their orientation and mobility and with assistive technology to help students with orientation, mobility and learning.

**Components:** Class

**Typically Offered:**

**TEACHING 7750 Methods and Issues of Teaching Students with Visual Impairments 3 Credits**

This course is designed to examine methods and issues of teaching students with Visual Impairments. The course stresses a comprehensive understanding of the history of visual impairment teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches. Practical pedagogical principles of teaching students with visual impairments will be examined in relation to language skills, language system, and related assessment implications.

**Components:** Class

**Typically Offered:**



**TEACHING 7760 Anatomy and Physiology of the Eye and Implications of Low Vision 3 Credits**

This course provides the medical and educational implications of visual impairments including the anatomy and physiology of the eye, impact of lighting, and environmental adaptations for students. The ophthalmological, functional and low vision examinations and results will be reviewed in scenarios including reading and interpreting medical reports with the ability to convey to others, and to design appropriate educational and environmental adaptations.

**Components:** Class

**Typically Offered:**

**TEACHING 7770 Braille Code and Communication 2 3 Credits**

This course will provide intermediate skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision. The purpose of the course and subsequent courses is to prepare the candidate to be certified as a teacher of braille.

**Components:** Class

**Typically Offered:**

**TEACHING 7830 Seminar Paper or Educational Project 3 Credits**

The seminar paper or educational project need not be a report of original and independent research. It must demonstrate, however, the students 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 students graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the Universitys Karrmann Library.

**Components:** Seminar

**Typically Offered:** Fall/Spring/Summer

**TEACHING 7880 Graduate Practicum in Teaching 1-8 Credits**

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.

**Components:** Field Studies

**Typically Offered:** Fall/Spring/Summer

**TEACHING 7960 Cross-Categorical Special Education Practicum 3-6 Credits**

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

**Components:** Field Studies

**Typically Offered:** Fall/Spring/Summer

**TEACHING 7970 Supervision of Student Teachers 3 Credits**

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.

**Components:** Class

**Typically Offered:**

**TEACHING 7980 Independent Study in Education 1-3 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall/Spring/Summer

**TEACHING 7990 Thesis Research 3-6 Credits**

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 students ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the masters degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A 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 Universitys Karrmann Library.

**Components:** Thesis Research

**Typically Offered:** Fall/Spring/Summer

## THEATRE (THEATRE)

**THEATRE 7980 Independent Study in Theatre 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students 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.

**Components:** Independent Study

**Typically Offered:** Fall

## UWP STUDY (UWPSTUDY)

**UWPSTUDY 5010 Conversational American English for International Students 1 Credit**

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

**Components:** Class

**Typically Offered:**

## WOMEN'S AND GENDER STUDIES (WOMGENDR)

**WOMGENDR 5340 Management, Gender and Race 3 Credits**

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

**Components:** Class

**Cross Offering:** BUSADMIN 5340

**Typically Offered:** Fall/Spring/Summer

**WOMGENDR 7980 Independent Study in Women and Gender Studies 1-3 Credits**

The amount of graduate credit applied toward a masters degree may not exceed a total of four credits except with the special permission of the students advisor, the program head, 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 an approved independent study proposal form. This form 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. Students enrolling for independent study may obtain an independent study proposal form and instruction sheet from the School of Graduate Studies Office online at [www.uwplatt.edu/gradstudies/independentstudy.html](http://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 masters degree at the University of Wisconsin-Platteville.

**Components:** Independent Study

**Typically Offered:**

# DISTANCE LEARNING

---

- Distance Learning Undergraduate (<http://catalog.uwplatt.edu/distance-learning/undergraduate>)
- Distance Learning Graduate (p. 75)

## GENERAL INFORMATION

### DISTANCE LEARNING CENTER

**Office:** 2100 Ullsvik Hall  
University of Wisconsin-Platteville  
1 University Plaza  
Platteville WI 53818-3099  
**Phone:** 608.342.1468 or 800.362.5460  
**Email:** [disted@uwplatt.edu](mailto:disted@uwplatt.edu)

**FAX:** 608.342.1454

**Website:** [www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>)

NOTE: All fees are subject to change without notice.

## ONLINE MASTER OF SCIENCE DEGREES

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

- Criminal Justice
- Engineering
- Integrated Supply Chain Management
- Organizational Change Leadership
- Project Management

## EARNING AN ONLINE MASTER'S DEGREE FROM UW-PLATTEVILLE

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

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

## AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

[www.uwplatt.edu/human-resources](http://www.uwplatt.edu/human-resources) (<http://www.uwplatt.edu/human-resources>)

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

The university ensures physical accessibility to work environments for persons with disabilities and will 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, 608.342.1176). All inquiries will be treated confidentially.

## ACCREDITATION

### UW-Platteville is accredited by:

- Higher Learning Commission – 800.621.7440 - [www.hlcommission.org](http://www.hlcommission.org) (<http://www.hlcommission.org>)  
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

### UW-Platteville teacher education programs are approved by:

- Wisconsin Department of Public Instruction

### The following UW-Platteville engineering programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>:

- Civil Engineering
- Electrical Engineering
- Engineering Physics
- Environmental Engineering
- Industrial Engineering
- Mechanical Engineering
- Software Engineering

### UW-Platteville program-specific accreditation and approvals include:

- Chemistry - American Chemical Society
- Industrial Studies - Association of Technology, Management and Applied Engineering *and* Foundry Education Foundation
- Music Education - National Association of Schools of Music
- Project Management - Global Accreditation by Project Management Institute

## MEMBERSHIPS

### UW-Platteville memberships include:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Association of Higher Education
- American Association of State Colleges and Universities
- American Council on Education
- Association of American Colleges and Universities
- College Board
- Council of Higher Education Accreditation
- Council for the Advancement and Support of Education
- Council on Undergraduate Research
- Fulbright Association
- International Association of University Presidents
- National Academic Advising Association
- National Collegiate Athletic Association
- Project Management Institute
- Wisconsin Institute for Peace and Conflict
- Wisconsin Women in Higher Education Leadership

## ABOUT UNIVERSITY OF WISCONSIN-PLATTEVILLE

### UW-PLATTEVILLE'S MISSION

The University of Wisconsin-Platteville provides associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence

by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.

## VISION STATEMENT

UW-Platteville will be recognized as the leading student-focused university for its success in achieving excellence, creating opportunities, and empowering each individual.

## 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.

## HISTORY OF DISTANCE LEARNING

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

The Internet paved the way to online learning, and in 1999 the university started an online program for a Bachelor of Science in Business Administration, as well as master's degrees in criminal justice, engineering, and project management. In the fall of 2012, three master's degree programs were added: Organizational Change Leadership, Integrated Supply Chain Management, and Distance Education Leadership.

## RESEARCH INVOLVING HUMAN SUBJECTS

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

Students must prepare a research protocol, describing their project and addressing human participant issues, and then submit the protocol to the IRB Chair for review.

Students may obtain a Manual of Policies and Procedures to review research involving human participants from the Chair of the IRB, the Office of Sponsored Programs (608.342.1456), or online at [www.uwplatt.edu/files/sponsored-programs/IRB/irb\\_manual13.pdf](http://www.uwplatt.edu/files/sponsored-programs/IRB/irb_manual13.pdf) ([http://www.uwplatt.edu/files/sponsored-programs/IRB/irb\\_manual13.pdf](http://www.uwplatt.edu/files/sponsored-programs/IRB/irb_manual13.pdf)). Other IRB information, including protocol forms and names of the IRB committee members, may also be found online.

## 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 POLICIES AND PROCEDURES

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

All applicants for Distance Education graduate programs will be required to submit a résumé.

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

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

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

Complete and submit the online University of Wisconsin-System Application for Graduate Admission on the Distance Education website at [www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>).

Pay the application fee via our secure online site, our secure telephone line, or mail a check payable to University of Wisconsin-Platteville to:

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

Arrange to have an official<sup>1</sup> transcript sent from the institution granting the undergraduate degree to the Distance Learning Center at the address above.

Students who have taken graduate courses and would like to have them considered for transfer to a UW-Platteville online graduate degree, must also provide official<sup>1</sup> transcript(s) from the institution(s) where the graduate credits were earned.

<sup>1</sup> All official transcripts must be sent directly from the institution(s) where the course work was completed. We cannot accept or evaluate unofficial transcripts.

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

## ADMISSION STATUS

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

### FULL STANDING

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

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

### TRIAL ENROLLMENT

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

### SPECIAL STUDENTS

Students not seeking a master's degree, who have earned a bachelor's degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation 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 3.0 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 UW-Platteville into a degree program. All UW-Platteville graduate level work will be included in computing the student's academic average. Students are encouraged to talk to the appropriate program coordinator if they have questions about which courses to take as a special student.

## INTERNATIONAL STUDENTS

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

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

1. Request official transcript(s) from the institution(s) where they earned their degree(s), including an official translated copy if the transcript is not in English.<sup>1</sup>
2. Go to the ECE or WES website to request the "Course by Course" report option.
3. Pay all fees associated with setting up an account.

4. Neither UW-Platteville, WES, nor ECE provide translation services. Students are responsible for providing an official translated copy of their transcript.

<sup>1</sup> All official transcripts must be sent directly from the institution(s) where the course work was completed. We cannot accept or evaluate unofficial transcripts.

In addition to filing the standard application for admission with official transcript(s) translated in English, students must provide a copy of their Test of English as a Foreign Language (TOEFL® Test) score to the Distance Learning Center. A minimum score of 550 PBT (paper based) or 79 iBT (Internet based) on the Test of English as a Foreign Language Examination is required of all international students whose native language is not English. When requesting that scores be sent directly to UW-Platteville, please use institution code 1917.

Students may also submit scores from the International English Language Testing System. Students taking the International English Language Testing System must achieve a minimum score of 6.5 with a minimum of 6.0 in each sub score on the International English Language Testing System.

For students in ESL programs:

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

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

Chanaka Mendis  
 Director of the School of Graduate Studies  
 University of Wisconsin-Platteville  
 1 University Plaza  
 Platteville, WI 53818-3099  
 USA  
**Email:** [gradstudies@uwplatt.edu](mailto:gradstudies@uwplatt.edu) ([barracld@uwplatt.edu](mailto:barracld@uwplatt.edu))  
**Phone:** 608.342.1262

## TRANSFER CREDITS

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

- To be accepted for transfer, credits must be approved by more than one faculty member in the relevant program along with the director of the School of Graduate Studies. Faculty may be
  - a. the program's committee or
  - b. some mix of the student's advisor, program head, and a faculty member with expertise in the field.
- A maximum of 12 credits for a degree may be transferred.
- Credits may be transferred only from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation.
- Students must complete their graduate program within seven years of being admitted to the program at UW-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 UW-Platteville and only courses where the student received a grade of B or higher will be accepted.

## ASSIGNMENT OF ADVISOR

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

## REGISTRATION AND COURSE POLICIES

### CRITERIA FOR GRADUATE-LEVEL COURSE WORK

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

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

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

### NUMBERING OF COURSES

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

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

### REGISTRATION

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

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

### 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.

### DROPPING COURSES/REFUNDS

Any student considering dropping a course should contact their advisor before dropping a course. The advisor will review the potential impact on financial aid and academic progress. To review the Distance Education Drop/Refund policy, deadlines, and fees, visit [www.uwplatt.edu/distance-education/withdraw-drop](http://www.uwplatt.edu/distance-education/withdraw-drop) (<http://www.uwplatt.edu/distance-education/withdraw-drop>).

### INDEPENDENT STUDY

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

### 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 director of the School of Graduate Studies

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

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

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

The graduate registration form is available online at [www.uwplatt.edu/graduate-studies/registration-form](http://www.uwplatt.edu/graduate-studies/registration-form) (<http://www.uwplatt.edu/graduate-studies/registration-form>).

## GRADUATE STUDENTS ENROLLED IN UNDERGRADUATE CLASSES

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

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

The graduate registration form is available online at [www.uwplatt.edu/graduate-studies/registration-form](http://www.uwplatt.edu/graduate-studies/registration-form) (<http://www.uwplatt.edu/graduate-studies/registration-form>).

## GRADES

### GRADE POINT AVERAGE

Graduate students must maintain a minimum 3.0 grade point average.

### 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.

### COURSE INCOMPLETES

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

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

## REPEATING COURSES

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

## PASS-FAIL

Courses and workshops may be offered at UW-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.

## FINANCIAL INFORMATION

### TUITION

Because tuition charges are subject to change, current figures are not published in the catalog. For current tuition rates, visit [www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>).

## TEXTBOOKS

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

## FINANCIAL AID

[www.uwplatt.edu/financial-aid](http://www.uwplatt.edu/financial-aid) (<http://www.uwplatt.edu/financial-aid>)

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

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

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

Financial Aid Office  
204 Brigham Hall  
University of Wisconsin-Platteville  
1 University Plaza  
Platteville, WI 53818-3099  
**Email:** [finaid@uwplatt.edu](mailto:finaid@uwplatt.edu)  
**Phone:** 608.342.1836

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

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

- Loans (p. 82)

## VETERANS BENEFITS

[www.uwplatt.edu/non-traditional-and-veterans/veterans](http://www.uwplatt.edu/non-traditional-and-veterans/veterans) (<http://www.uwplatt.edu/non-traditional-and-veterans/veterans>)

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

## FINANCIAL AID

### LOANS

For information on loans, please visit the Financial Aid website at [www.uwplatt.edu/financial-aid](http://www.uwplatt.edu/financial-aid) (<http://www.uwplatt.edu/financial-aid>).

## GENERAL REQUIREMENTS FOR ONLINE MASTER'S DEGREES

### ACADEMIC REQUIREMENTS

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

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

## WRITING REQUIREMENT OPTIONS

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

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

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

- Graduate Paper Style and Format (p. 83)
- Thesis (p. 83)
- Seminar Paper (p. 84)
- Capstone (p. 84)

## WRITING REQUIREMENT OPTIONS

### 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.

## THESIS

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

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

## ORAL EXAMINATIONS

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

## EVALUATION OF ORAL EXAMINATIONS

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

## CHECKLIST FOR COMPLETION OF THE MASTER’S THESIS

- In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, an 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 admissions
- Prepare a thesis proposal. Typically, the thesis proposal includes the following:
  - a. An approval page to be signed by the advisor and committee members
  - b. An introduction
  - c. A statement of the problem
  - d. Purpose of the study
  - e. Hypothesis, if applicable
  - f. Significance or implications of the study
  - g. Assumptions necessary to undertake the study
  - h. Delimitation of the study
  - i. Method of approach including data sources, data gathering methods, and likely analyses

## j. General plan of organization

- If the proposed research involves human subjects, obtain approval from the Institutional Review Board for Human Subject Research before the research is initiated.
- The thesis advisor submits the thesis proposal with signed approval page (and approval memo from the Institutional Review Board for Human Subject Research, if applicable) electronically to the Distance Learning Center.
- Register for “Thesis Research.”
- Prepare the thesis with regular meetings with the thesis advisor.
- Submit the completed thesis electronically to the thesis advisor; the thesis advisor will submit the thesis for review to the committee.
- Thesis advisor, in consultation with the student, schedules the thesis oral examination.
- Thesis advisor certifies that the oral examination has been successfully completed. The certification is provided to the Distance Learning office.
- Thesis advisor submits electronically to the School of Graduate Studies office the completed thesis (with signature).

## SEMINAR PAPER

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

### CHECKLIST FOR COMPLETION OF THE MASTER'S SEMINAR PAPER

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

## CAPSTONE

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

## POLICIES AND PROCEDURES

### TRANSCRIPTS

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

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

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

Only students may request their transcripts, except as prescribed in the Family Educational Rights and Privacy Act. Further information, including a transcript request form, may be found on the Registrar website at [www.uwplatt.edu/registrar/transcripts](http://www.uwplatt.edu/registrar/transcripts) (<http://www.uwplatt.edu/registrar/transcripts>).

## STUDENT DISCIPLINE AND ACADEMIC MISCONDUCT

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

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

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

For complete details, review [www.uwplatt.edu/dean-students/student-conduct](http://www.uwplatt.edu/dean-students/student-conduct) (<http://www.uwplatt.edu/dean-students/student-conduct>).

## WITHDRAWAL FROM THE UNIVERSITY

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

## RETENTION, PROBATION, AND DISMISSAL

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.

## APPLYING CREDITS EARNED IN ONE GRADUATE PROGRAM TOWARD ANOTHER GRADUATE DEGREE

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

## GRADUATION

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

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

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

- Deadlines: August graduates—May 30; December graduates—September 30; May graduates—January 30
- Make sure all debts have been cleared with the university prior to applying for graduation
- Complete any graduation deficiencies
- List course(s) for which the student is currently registered
- Complete the “File for Master’s Degree Form” and mail the form and the \$40 graduation fee (checks may be made payable to UW-Platteville) to: University of Wisconsin-Platteville Distance Learning Center, 1 University Plaza, Platteville, WI 53818-3099

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

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

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

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

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

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

## **COMMENCEMENT**

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

## **TIME LIMITATION**

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

## **DISCONTINUATION OF INACTIVE STUDENTS**

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

## **INFORMATION SERVICES**

### **ELTON KARRMANN LIBRARY**

[www.uwplatt.edu/library/distance-education-students](http://www.uwplatt.edu/library/distance-education-students) (<http://www.uwplatt.edu/library/distance-education-students>)

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

## STUDENT ASSISTANCE SERVICES

### ACADEMIC AND CAREER ADVISING CENTER

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

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

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

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

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

#### Academic and Career Advising Center

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1183

**Fax:** 608.342.1172

**Email:** [acac@uwplatt.edu](mailto:acac@uwplatt.edu)

**Website:** [www.uwplatt.edu/acac](http://www.uwplatt.edu/acac) (<http://www.uwplatt.edu/acac>)

### SERVICES FOR STUDENTS WITH DISABILITIES

[www.uwplatt.edu/disability](http://www.uwplatt.edu/disability) (<http://www.uwplatt.edu/disability>)

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

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

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

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

**Cheryl Banachowski-Fuller, Program Director**

**Master of Science in Criminal Justice**

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1652

**Fax:** 608.342.1986

**Email:** [criminaljstc@uwplatt.edu](mailto:criminaljstc@uwplatt.edu)

**Website:** <http://mscj.uwplatt.edu/master-of-science-in-criminal-justice>

### STATEMENT OF PURPOSE

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

## STUDENT LEARNING OUTCOMES

Graduates will:

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

## ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN CRIMINAL JUSTICE

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

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

Applicants must submit

1. a detailed résumé, and
2. a personal statement of purpose and goals

All application material will be reviewed by the Criminal Justice Department Admission Committee. Recommendation for admission will be based on demonstrated ability to perform graduate work, including theoretical and statistical coursework, based upon the professional judgment of the Admission Committee.

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

## SPECIAL STUDENTS

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

## CURRICULUM

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

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

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

All courses are three credits unless otherwise noted.

Required Courses		15
CRIMLJUS 7030	CRIMINAL JUSTICE SYSTEMS	3
CRIMLJUS 7130	Criminal Justice Research and Statistical Methods	3
or CRIMLJUS 7730	Evaluation and Program Analysis in the Criminal Justice System	
CRIMLJUS 7230	Criminological Theory	3
CRIMLJUS 7330	Law as Social Control	3
CRIMLJUS 7920	Seminar Paper Research	3
or CRIMLJUS 7990	Thesis Research	



**Elective Courses**

Select 15 credits of the following: <sup>1</sup>		15
CRIMLJUS 6030	Criminal Law	
CRIMLJUS 6330	Criminal Procedure and Evidence	
CRIMLJUS 7120	Policing in a Democratic Society	
CRIMLJUS 7310	Perspectives on Child Maltreatment and Child Advocacy	
CRIMLJUS 7320	JUVENILE DELINQUENCY & JUSTICE: RACE, CLASS, GENDER AND YOUTH	
CRIMLJUS 7340	Cyber-Crime	
CRIMLJUS 7430	Victimology	
CRIMLJUS 7520	Civil Liabilities in Criminal Justice Agencies	
CRIMLJUS 7530	Criminal Justice Administration	
CRIMLJUS 7630	Contemporary Correctional Systems: Institutional and Community-Based Corrections	
CRIMLJUS 7880	Criminal Justice Internship	
CRIMLJUS 7980	Independent Study in Criminal Justice	
POLISCI 5830	Civil Liberties	
PSYCHLGY 7030	Psychology in the Criminal Justice System	
PSYCHLGY 7230	Crisis Intervention Theory	
PSYCHLGY 7330	Theories of Personality in the Criminal Justice System	
PSYCHLGY 7430	Abnormal Psychology in a Dangerous World	
PSYCHLGY 7980	Independent Study in Psychology	
BUSADMIN 5030	Human Resource Management	
BUSADMIN 5340	Management, Gender and Race	
BUSADMIN 5530	Organizational Behavior	
COUNSPSY 7130	At Risk Youth	

Total Credits

45

<sup>1</sup> With the help of an academic advisor, students develop an academic program plan consistent with specific goals from one of the three emphasis areas. Additional electives may be available through transfer and/or other arrangements. Contact the program coordinator for more information.

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

**CERTIFICATE IN CHILD ADVOCACY STUDIES**

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

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

To obtain a certificate, students must:

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

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

CRIMLJUS 7310	Perspectives on Child Maltreatment and Child Advocacy	3
CRIMLJUS 7430	Victimology	3
Select one of the following:		3
CRIMLJUS 7880	Criminal Justice Internship (CAST Internship)	
CRIMLJUS 7980	Independent Study in Criminal Justice (CAST Project)	

Total Credits

9

## MASTER OF SCIENCE IN DISTANCE EDUCATION LEADERSHIP

The University has suspended admissions to the Master of Science in Distance Education Leadership (DEL) program as of February 18, 2016. While the DEL courses to earn the eLearning certificate, the Leadership of Teaching and Learning certificate, and the Online Program Administration certificate may still be offered, the ability to complete each certificate is not guaranteed as the availability of these courses is subject to change.

---

**Julie Hewitt, Program Coordinator**

**Master of Science in Distance Education Leadership**

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1524

**Email:** distedldrship@uwplatt.edu

**Website:** [www.uwplatt.edu/distance-education/online-master-distance-education-leadership](http://www.uwplatt.edu/distance-education/online-master-distance-education-leadership) (<http://www.uwplatt.edu/distance-education/online-master-distance-education-leadership>)

### STATEMENT OF PURPOSE

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

### STUDENT LEARNING OUTCOMES

Graduates of the program will

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

### INTRODUCTION

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

Program and degree completion requirements are consistent with those of the graduate programs of the institution.

## MASTER OF SCIENCE IN ENGINEERING

**Philip Parker, Program Coordinator**

**Master of Science in Engineering**

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1686

**Fax:** 608.342.1566

**Email:** [engineering@uwplatt.edu](mailto:engineering@uwplatt.edu)

Website: [www.uwplatt.edu/distance-education/online-master-science-engineering](http://www.uwplatt.edu/distance-education/online-master-science-engineering) (<http://www.uwplatt.edu/distance-education/online-master-science-engineering>)

## STATEMENT OF PURPOSE

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

## STUDENT LEARNING OUTCOMES

Graduates will:

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

## INTRODUCTION

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

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

## ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN ENGINEERING

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

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

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

## SPECIAL STUDENTS

Students with a bachelor's degree who want to enroll in selected courses without being admitted to the program may enroll as special students. A special student may transfer up to 12 credits earned at the University of Wisconsin-Platteville into a degree program. Completing courses as a special student does not ensure that the student will be admitted to the program.

## CURRICULUM

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

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

### Section A: Core Courses

12

Select one course from each of the following areas:

Mathematics:

ENGRG 5030                      Linear Algebra

ENGRG 6050                      Applied Statistics

Computer Applications:

ENGRG 7030                      Simulation Modeling of Engineering Systems

ENGRG 7070                      Optimization with Engineering Applications

## Technical Communications:

ENGRG 5000 Engineering Communications

## Engineering Management:

ENGRG 7830 Advanced Cost and Value Analysis

**Section B: Technical Emphasis Course**

9-18

Select one of the Technical Emphasis areas below

**Section C: Elective Courses**

9

Select 9 credits of the following:<sup>1</sup>

ENGRG 7930 Special Topics in Engineering

ENGRG 7980 Independent Study in Engineering

PROJMG 7010 Project Management Techniques I

PROJMG 7020 Project Management Techniques II

ISCM 7100/BUSADMIN 6100 International Supply Chain Management

Total Credits

30-39

<sup>1</sup> Students completing an emphasis in Engineering Design, Applications in Engineering Management, or Control Systems must select a total of nine elective credits. Courses listed in Sections A and B which were not previously used to satisfy other requirements may be taken as electives. In addition, the courses listed below may be taken as electives. Additional electives may be available through transfer and/or other arrangements. Contact and academic advisor or the program coordinator for more information.

**TECHNICAL EMPHASIS AREAS**

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

**ENGINEERING DESIGN**

Select 9 credits of the following:

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**

Select 9 credits of the following:

ENGRG 7810 Advanced Production and Operations Analysis

ENGRG 7820 Quality Engineering and Management

ENGRG 7830 Advanced Cost and Value Analysis

ENGRG 7840 Systems Engineering Management

ENGRG 7850 Taguchi Method of Designing Experiments

ENGRG 7860 Continuous Improvement With Lean Principles

**CONTROL SYSTEMS**

Select 9 credits of the following:

ENGRG 7310 Control Systems Engineering I

ENGRG 7320 Control Systems Engineering II

ENGRG 7340 Digital Control Systems

**STRUCTURAL/GEOTECHNICAL ENGINEERING**

The Structural/Geotechnical emphasis may be completed by selecting ENGRG 5030 to complete the mathematics requirement, then taking:

ENGRG 7540 Advanced Finite Element Method (or an equivalent course)

3

Select at least 15 credits of the following:<sup>1</sup>

15

ENGRG 6230 Structural Steel Design with LRFD (Str)

ENGRG 7220 Dynamics of Structures (Str)

ENGRG 7260 Advanced Shallow Foundation Design with LRFD Applications (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)	
Total Credits		18

<sup>1</sup> Must include 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.

## CERTIFICATE IN ENGINEERING MANAGEMENT

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

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

Required courses:

ENGRG 7800	Engineering Management	3
Select three courses from the following:		
ENGRG 6050	Applied Statistics	
ENGRG 7810	Advanced Production and Operations Analysis	
ENGRG 7820	Quality Engineering and Management	
ENGRG 7830	Advanced Cost and Value Analysis	
ENGRG 7840	Systems Engineering Management	
ENGRG 7850	Taguchi Method of Designing Experiments (Prereq: ENGRG 6050 Applied Statistics)	
ENGRG 7860	Continuous Improvement With Lean Principles	
PROJMGMT 7010	Project Management Techniques I	3

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

## CERTIFICATE IN GEOTECHNICAL ENGINEERING

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

Required courses:

ENGRG 7260	Advanced Shallow Foundation Design with LRFD Applications	3
ENGRG 7270	Advanced Deep Foundation Design with LRFD Applications	3
ENGRG 7280	Geosynthetics Engineering	3
ENGRG 7290	Earth Retaining Structures: Design, Analysis and LRFD	3

## CERTIFICATE IN STRUCTURAL/GEOTECHNICAL ENGINEERING

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

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

Required courses:

ENGRG 6230	Structural Steel Design with LRFD	3
ENGRG 7220	Dynamics of Structures	3
Select two courses from the following:		
ENGRG 7260	Advanced Shallow Foundation Design with LRFD Applications	
ENGRG 7270	Advanced Deep Foundation Design with LRFD Applications	

ENGRG 7280	Geosynthetics Engineering
ENGRG 7290	Earth Retaining Structures: Design, Analysis and LRFD

## CERTIFICATE IN ENGINEERING DESIGN

The Engineering Design Certificate is comprised of 12 credits of design-related courses. Available courses span a wide range of disciplines, including industrial engineering, mechanical engineering, sustainability, and systems analysis.

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

Required courses:

ENGRG 7520	Design for Manufacturability	3
ENGRG 7550	Product Design and Development	3

Select two courses from the following:

ENGRG 7310	Control Systems Engineering I
ENGRG 7510	Design of Experiments
ENGRG 7530	Design for Usability
ENGRG 7540	Advanced Finite Element Method
ENGRG 7560	Sustainability in Engineering Design and Manufacturing
ENGRG 7840	Systems Engineering Management

## MASTER OF SCIENCE IN INTEGRATED SUPPLY CHAIN MANAGEMENT

**David Heimerdinger, Program Coordinator**

**Master of Science in Integrated Supply Chain Management**

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1380

**Fax:** 608.342.1254

**Email:** heimerdd@uwplatt.edu

**Website:** [www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management](http://www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management) (<http://www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management>)

## STATEMENT OF PURPOSE

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

## STUDENT LEARNING OUTCOMES

Graduates will:

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

## INTRODUCTION

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

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

## ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN INTEGRATED SUPPLY CHAIN MANAGEMENT

Those seeking admission to the Master of Science in Integrated Supply Chain Management must have earned a bachelor's degree from a nationally or regionally accredited institution in business administration, industrial technology management, industrial engineering, or a related field. International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from the degree-granting institution. Graduates of accredited institutions with degrees in other fields may be eligible for admission if they demonstrate extensive work experience in one of the areas of emphasis.

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

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

## SPECIAL STUDENTS

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

## GRADUATE LEVEL STUDY

A minimum of 30 graduate-level credits are required, including 21 credit hours at the 7000 level.

The curriculum is regularly updated to ensure its relevance. See the program webpage at [www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management](http://www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management) (<http://www.uwplatt.edu/distance-education/online-master-integrated-supply-chain-management>) for the most current information.

## CURRICULUM

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

<b>Foundation Courses</b>		3-6
BUSADMIN 6100	Supply Chain Management (prerequisite to ISCM 7100)	
ISCM 7100	International Supply Chain Management	
<b>Core Competencies</b>		18
Analysis:		
ENGRG 7820	Quality Engineering and Management	
Purchasing:		
BUSADMIN 6160	Purchasing Management	
Management:		
OCL 7330	Organizational Change Leadership: Theory and Practice	
Operations:		
INDUSTDY 6950	Production Planning and Control	
Logistics:		
ISCM 7500	Supply Chain Logistics	
Customer Relations:		
ISCM 7700	Customer Relationship Management	
<b>Advanced Requirement</b>		3
Select one Capstone course to be taken the last semester:		

ISCM 7840	Integrated Supply Chain Management Capstone
ISCM 7920	Seminar Paper Research
ISCM 7990	Thesis Research
<b>Areas of Emphasis</b>	
Select a minimum of 6 credits in a chosen Area of Emphasis: <sup>1</sup>	
<b>Analysis:</b>	
ENGRG 6050	Applied Statistics
ENGRG 7030	Simulation Modeling of Engineering Systems
ENGRG 7070	Optimization with Engineering Applications
ENGRG 7510	Design of Experiments
ENGRG 7850	Taguchi Method of Designing Experiments
<b>Management:</b>	
BUSADMIN 7110	Management Decision Analysis
BUSADMIN 7540	Advanced Quality Management
ENGRG 5000	Engineering Communications
ENGRG 7800	Engineering Management
INDUSTDY 7000	Research Methodology
PHLSPHY 7530	Business Ethics
<b>Purchasing:</b>	
ISCM 7610	Outsourcing
PROJMGT 7050	Project Procurement Management
<b>Operations:</b>	
ENGRG 7520	Design for Manufacturability
ENGRG 7550	Product Design and Development
ENGRG 7810	Advanced Production and Operations Analysis
ENGRG 7830	Advanced Cost and Value Analysis
ENGRG 7840	Systems Engineering Management
ENGRG 7860	Continuous Improvement With Lean Principles
INDUSTDY 5950	Industrial Design for Production
<b>Logistics:</b>	
ISCM 7510	Import/Export
ISCM 7520	Warehousing and Distribution Management
<b>Customer Relations:</b>	
ISCM 7710	SUPPLY CHAIN CUSTOMER SYNCHRONIZATION
ISCM 7720	REVERSE LOGISTICS

Total Credits

30-33

<sup>1</sup> Students can complete additional classes, if necessary, to reach the number of credits required for graduation.

<sup>2</sup> [www.uwplatt.edu/distance-education](http://www.uwplatt.edu/distance-education) (<http://www.uwplatt.edu/distance-education>)

## INTEGRATION

Of the 30-33 credits to graduate, students must take at least six from each of three disciplines.

- Business (BUSADMIN and selected ISCM courses)
- Engineering (ENGRG and selected ISCM courses)
- Industrial Studies (INDUSTDY and selected ISCM courses)

# MASTER OF SCIENCE IN ORGANIZATIONAL CHANGE LEADERSHIP

Caryn Stanley, Program Coordinator

Master of Science in Organizational Change Leadership

Address: University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

Phone: 608.342.7122



**Fax:** 608.342.1466

**Email:** stanleyca@uwplatt.edu

**Website:** [www.uwplatt.edu/distance-education/master-science-organizational-change-leadership](http://www.uwplatt.edu/distance-education/master-science-organizational-change-leadership) (<http://www.uwplatt.edu/distance-education/master-science-organizational-change-leadership>)

## STATEMENT OF PURPOSE

The Master of Science in Organizational Change Leadership prepares graduates to fill leadership positions which require strategic change management. A graduate degree in organizational change leadership will specifically allow students to move from front-line positions in the field, which often require an undergraduate degree, to more advanced administrative positions. This major will fill a growing need within the ranks of middle and upper management as worldwide change and, in particular, change within the business environment increase at an exponential speed.

The Master of Science in Organizational Change Leadership is an integrated degree addressing such issues as the nature of change, the change process, establishing the change vision, the origins of resistance, assessing readiness for change, communication strategies, assessing stakeholders, and sustaining change.

## STUDENT LEARNING OUTCOMES

Graduates of the program will:

1. Develop an understanding of the scope, breadth, and function of organizational change.
2. Acquire an appreciation and understanding of different perspectives from different disciplines of organizational change.
3. Appreciate the challenges of scheduling and executing a plan through an integrated organizational change.
4. Assess and understand the hidden costs of organizational change.
5. Acquire and analyze pertinent data from computer information systems.
6. Demonstrate the collaborative style, innovative spirit, effective communication, and leadership skills of an organizational change professional.
7. Discern and act upon opportunities for improvement across the organization.
8. Identify the need to understand ethics, culture, and societal implications as part of the change process.

## INTRODUCTION

The Master of Science in Organizational Change Leadership is an online program designed to accommodate the needs of working adults who want to pursue a degree while remaining employed. The program is open to persons who hold a bachelor's degree from an accredited institution and have the desire to learn about organizational change leadership. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills required for managing today's workplace while earning graduate credits toward an advanced degree.

## ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN ORGANIZATIONAL CHANGE LEADERSHIP

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

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

## SPECIAL STUDENTS

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

## CURRICULUM

The Master of Science in Organizational Change Leadership is earned upon the successful completion of 30-36 credit hours. All courses are three credits unless otherwise noted. Completing an emphasis area is optional. For each emphasis area chosen, the final seminar paper, thesis, or capstone must relate to both the area of emphasis as well as organizational change.

### Foundational Courses

ACCTING 7210

Applied Accounting

BUSADMIN 5030

Human Resource Management (ONLY for those students completing the Human Resource emphasis)

INDUSTDY 7000	Research Methodology (ONLY for those students completing OCL 7990)
---------------	--

**Core Courses**

OCL 7330	Organizational Change Leadership: Theory and Practice
BUSADMIN 5530	Organizational Behavior
OCL 7410	Intercultural Change Leadership
MEDIA 7330	Organizational Communication
OCL 7310	BUSINESS ANALYTICS
OCL 7200	Strategic Thinking and Change

**Comprehensive Final Requirement**

All students are required to complete a comprehensive final deliverable, which will contain both written and oral components. There are three options available, allowing for students to choose which best suits their personal and professional goals. For each emphasis area chosen, the final product must encompass both the OCL core as well as the emphasis area subject matter. Select one of the following:

OCL 7840	Capstone
OCL 7920	Seminar Paper Research
OCL 7990	Thesis Research

**Organizational Change Leadership Elective Courses**

Select 9 credits of the following (if you have NOT declared an emphasis):

BUSADMIN 5540 or BUSADMIN 7540	Quality Management Advanced Quality Management
BUSADMIN 5500	Employee Training and Development
BUSADMIN 5740	Consumer Behavior
OCL 7380	Conflict Resolution and Negotiation
OCL 7400	Creative Problem Solving
OCL 7500	Organizational Development
OCL 7530	Organizational Theory
OCL 7940	Special Topics
OCL 7980	Independent Study
PHLSPHY 7530	Business Ethics
PROJMGT 7040	Interpersonal Skills for Virtual and Co-Located Project Teams

**Optional Emphasis Areas (choose one)**

Emphases consist of two courses plus successful completion of a final deliverable that encompasses the emphasis as well as OCL core coursework

**Healthcare**

The Healthcare emphasis is designed for those who currently work or wish to pursue a career in the ever-changing healthcare industry. Synthesize knowledge from coursework focused on managerial and change leadership concepts to gain the skills necessary to better serve as an effective change agent in various healthcare settings.

OCL 7600	Change Leadership in Healthcare
OCL 7610	CURRENT TOPICS IN HEALTHCARE

\*Successful completion of either OCL 7840, OCL 7920, or OCL 7990

**Human Resources**

Visit website for updated information \*Completion of all coursework or consent of advisor/instructor required prior to enrollment.

**Project Management**

The Project Management emphasis enhances your ability to lead change efforts by applying contemporary project management tools and techniques across three broad areas: organizing and initiating projects, planning projects, and performing projects. Discover how integrating the art of change leadership with the science of project management brings necessary and critical structure for effectively implementing change.

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

\*Successful completion of either OCL 7840, OCL 7920, or OCL 7990

<sup>1</sup> Papers for the Master of Science in Organizational Change Leadership program must follow APA Style. Students should consult with the program coordinator for additional guidelines for the writing requirement.

## CERTIFICATE IN ORGANIZATIONAL CHANGE LEADERSHIP

An online certificate in Organizational Change Leadership will be available, beginning summer 2012. The certificate is designed for students who want a strong foundation in basic organizational change leadership skills, but are not currently pursuing the MS in Organizational Change Leadership. The credits earned for the certificate can be applied toward the master's degree in Organizational Change Leadership for those who apply and are accepted into the degree program. The certificate is comprised of three courses. Each course is worth three credits.

BUSADMIN 5530	Organizational Behavior	3
OCL 7200	Strategic Thinking and Change	3
OCL 7330	Organizational Change Leadership: Theory and Practice	3

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

## MASTER OF SCIENCE IN PROJECT MANAGEMENT

**D.W. (Bill) Haskins, Program Coordinator**

**Master of Science in Project Management**

**Address:** University of Wisconsin-Platteville

1 University Plaza

Platteville, WI 53818-3099

**Phone:** 608.342.1961

**Fax:** 608.342.1466

**Email:** [projectmgmt@uwplatt.edu](mailto:projectmgmt@uwplatt.edu)

**Website:** [www.uwplatt.edu/distance-education/online-master-science-project-management](http://www.uwplatt.edu/distance-education/online-master-science-project-management) (<http://www.uwplatt.edu/distance-education/online-master-science-project-management>)

## STATEMENT OF PURPOSE

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

## STUDENT LEARNING OUTCOMES

Graduates will:

1. Describe and apply the various project management knowledge areas and process groups identified in *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*;
2. Demonstrate effective electronic, verbal, and written communication skills;
3. Apply interpersonal skills in the project environment;
4. Analyze the benefits of and develop appropriate strategies for diversity in the project environment;
5. Apply ethical business principles in the project environment;
6. Initiate, plan, execute, and close out a project utilizing project management concepts.

## INTRODUCTION

The Master of Science in Project Management is an online program designed to satisfy the needs of working adults who want to pursue a degree while remaining employed. The non-thesis degree program is open to anyone who holds a bachelor's degree from an accredited institution, who meets admission requirements, and who has the desire to learn about project management. It provides professionals with a convenient, practical, and high-quality course of study that allows them to develop the new skills that are needed in managing today's workplace while earning graduate credits toward an advanced degree. The curriculum is aligned with Project Management Institute's *PMBOK® Guide*, which is the basis for the Project Management Professional (PMP)® credential. The Master of Science in Project Management is accredited by Project Management Institute's Global Accreditation Center, widely accepted as the 'gold standard' in project management education. Each three-credit course also counts for 45 Professional Development Units toward maintenance of the PMP® credential.

## ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN PROJECT MANAGEMENT

Admission to the Master of Science in Project Management requires a bachelor's degree earned from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA). International degrees will be evaluated on an individual basis. To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 2.75 or above, or 2.90 on the last 60 credits from the degree-granting institution. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting

department and approved by the director of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

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

## SPECIAL STUDENTS

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

## TRANSFER AGREEMENTS: INFORMATION AND ADDITIONAL PROVISIONS

UW-Platteville maintains transfer and credit agreements with a variety of external education partners. UW-Platteville awards transfer credits for incoming Master of Science in Project Management students who have fulfilled the requirements for one of these agreements. Please see [www.uwplatt.edu/distance-education/online-master-science-project-management](http://www.uwplatt.edu/distance-education/online-master-science-project-management) (<http://www.uwplatt.edu/distance-education/online-master-science-project-management>) for more information about these agreements.

NOTE: UW-Platteville allows credit from only one program partner or credential to count toward degree completion. Contact the program coordinator ([projectmgmt@uwplatt.edu](mailto:projectmgmt@uwplatt.edu)) to discuss potential transfer credits.

## 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

ACCTING 7000	Managerial Accounting	3
BUSADMIN 5530	Organizational Behavior	3
MEDIA 5010	Business Communication	3

### Project Management Core Courses

PROJMGT 7010	Project Management Techniques I	3
PROJMGT 7020	Project Management Techniques II	3
PROJMGT 7040	Interpersonal Skills for Virtual and Co-Located Project Teams	3
PROJMGT 7080	Project Scope Management	3
PROJMGT 7840	Project Management Capstone	3

### Elective Courses

Select 12-15 credits with the assistance of an academic advisor. <sup>2</sup>		
BUSADMIN 5030	Human Resource Management	
BUSADMIN 5100	Compensation Management	
BUSADMIN 5340	Management, Gender and Race	
BUSADMIN 5500	Employee Training and Development	
BUSADMIN 5540	Quality Management	
BUSADMIN 5620	Corporate Finance	
BUSADMIN 5650	International Finance	
BUSADMIN 5720	International Marketing	
BUSADMIN 5740	Consumer Behavior	
BUSADMIN 6100	Supply Chain Management	
BUSADMIN 6200	Employee Recruitment and Selection	
BUSADMIN 6330	Labor-Management Relations	
BUSADMIN 6630	Marketing Management	
BUSADMIN 7110	Management Decision Analysis	
BUSADMIN 7540	Advanced Quality Management	
ENGRG 6050	Applied Statistics	
ENGRG 7810	Advanced Production and Operations Analysis	
ENGRG 7830	Advanced Cost and Value Analysis	
ENGRG 7850	Taguchi Method of Designing Experiments	
INDUSTDY 7000	Research Methodology	

ISCM 7100	International Supply Chain Management
MEDIA 5800	Meeting and Event Management
MEDIA 7330	Organizational Communication
OCL 7330	Organizational Change Leadership: Theory and Practice
PHLSPHY 7530	Business Ethics
PROJMGT 7030	Project Risk Management
PROJMGT 7050	Project Procurement Management
PROJMGT 7060	Advanced Tools and Techniques for Project Management
PROJMGT 7070	Program Management
PROJMGT 7090	Agile Methods in Project Management
PROJMGT 7100	Legal Environment of Meetings
PROJMGT 7120	Project Portfolio Management
PROJMGT 7920	Seminar Paper Research
PROJMGT 7940	Special Topics in Project Management
PROJMGT 7980	Independent Study in Project Management
PROJMGT 7990	Thesis Research <sup>1</sup>

<sup>1</sup> With the program coordinator's approval, PROJMGT 7920 or PROJMGT 7990 may be substituted for PROJMGT 7840. Both options require adequate preparation in scholarly research and formal writing, such as INDUSTDY 7000.

<sup>2</sup> Additional electives may be available through transfer and/or other arrangements. Contact the program coordinator for more information.

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

UW-Platteville offers two online project management certificates, including the Certificate in Project Management and the Advanced Certificate in Project Management as described below. These certificates are distinct from the Master of Science in Project Management, but credit earned for them may be applied toward completion of the MSPM degree. To earn a certificate, students must complete all of the required courses through UW-Platteville, under the direction of University of Wisconsin-Platteville faculty. Transferred courses and course substitutions are not allowed.

To obtain a certificate, students must

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

## CERTIFICATE IN PROJECT MANAGEMENT

This certificate is designed for people who want a solid foundation in basic project management skills but are not currently pursuing the Master of Science in Project Management. The credits earned for the certificate can be applied toward the master's degree for those who apply and are accepted into the degree program. The Certificate in Project Management is comprised of three courses. Each course is worth three credits. Students may enroll in these courses as a Special Student.

PROJMGT 7010	Project Management Techniques I	3
PROJMGT 7020	Project Management Techniques II	3
BUSADMIN 5540	Quality Management	3
or BUSADMIN 7540	Advanced Quality Management	

Together, the courses in this certificate address the various process groups and knowledge areas of *A Guide to the Project Management Body of Knowledge* and provide many of the competencies needed to prepare for the Project Management Professional Certification Examination. For more information on the Project Management Institute and the PMP® Certification Examination, go to [www.pmi.org](http://www.pmi.org) (<http://www.pmi.org>) and click on Certification.

## ADVANCED CERTIFICATE IN PROJECT MANAGEMENT

PROJMGT 7030	Project Risk Management
PROJMGT 7050	Project Procurement Management

Select one of the following: 3

PROJMGT 7040	Interpersonal Skills for Virtual and Co-Located Project Teams
PROJMGT 7060	Advanced Tools and Techniques for Project Management

PROJMGT 7980

Independent Study in Project Management

## ADVANCED PROJECT MANAGEMENT CERTIFICATE (9 CR.) FOR CLARKE UNIVERSITY MBA STUDENTS

Available only to Clarke University MBA students (<http://www.clarke.edu/page.aspx?id=21340>), this Advanced Certificate in Project Management is an ideal way to leverage Clarke's graduate degree in business administration with an additional skill set in the essential field of project management. Eligibility requires prior completion of 18 credits in the Clarke MBA program. Please consult a Clarke University academic advisor and Certificate Agreement with Clarke University (<https://www3.uwplatt.edu/files/distance-education/PDF/Transfer-Agreements/CertificateAgreementClarkeUniversity.pdf>) for more information.

PROJMGT 7040

Interpersonal Skills for Virtual and Co-Located Project Teams

PROJMGT 7080

Project Scope Management

And select one of the following:

BUSADMIN 5540

Quality Management

or BUSADMIN 7540

Advanced Quality Management

## COURSE DESCRIPTIONS

### COURSE CODES

Accounting	ACCTING
Business Administration	BUSADMIN
Counseling Psychology	COUNSPSY
Criminal Justice	CRIMLJUS
Distance Education Leadership	DEL
Engineering	ENGRG
Industrial Studies	INDUSTDY
Integrated Supply Chain Management	ISCM
Media Studies	MEDIA
Organizational Change Leadership	OCL
Philosophy	PHLSPHY
Political Science	POLISCI
Project Management	PROJMGT
Psychology	PSYCHLGY

## COURSES

### ACCOUNTING (ACCTING)

#### ACCTING 7000 Managerial Accounting 3 Credits

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.

**Components:** Class

**Typically Offered:** Fall/Spring

#### ACCTING 7210 Applied Accounting 3 Credits

The Applied Accounting course is designed to provide you with the necessary skills to provide entry-level accounting support. In addition to developing basic accounting skills, the course will enhance knowledge of general business practices.

**Components:** Class

**Typically Offered:** Fall/Spring

# BUSINESS ADMINISTRATION (BUSADMIN)

## **BUSADMIN 5030 Human Resource Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5030

**Prereqs/Coreqs:** Not in BUSADMIN 3030

**Typically Offered:** Fall/Spring/Summer

## **BUSADMIN 5100 Compensation Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5100

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Summer

## **BUSADMIN 5340 Management, Gender and Race 3 Credits**

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

**Components:** Class

**Cross Offering:** BUSADMIN 5340, WOMGENDR 5340

**Typically Offered:** Spring/Summer

## **BUSADMIN 5500 Employee Training and Development 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5500

**Typically Offered:** Spring

## **BUSADMIN 5530 Organizational Behavior 3 Credits**

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

**Components:** Class

**Cross Offering:** BUSADMIN 5530

**Typically Offered:** Fall/Spring/Summer

## **BUSADMIN 5540 Quality Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5540

**Typically Offered:** Fall/Spring

## **BUSADMIN 5620 Corporate Finance 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5620

**Typically Offered:** Fall/Spring

**BUSADMIN 5650 International Finance 3 Credits**

This course is a comprehensive study of the role of international finance in business. Topics will include the foreign exchange market, determination of interest rates, international banking, international capital markets, international investments and international corporate finance. P: BUSADMIN 3620 (BUSADMIN 5620) or equivalent, or permission of the department chair.

**Components:** Class

**Cross Offering:** BUSADMIN 5650

**Prereqs/Coreqs:** P: BUSADMIN 3620 (BUSADMIN 5620)

**Typically Offered:** Fall

**BUSADMIN 5720 International Marketing 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5720

**Typically Offered:** Spring

**BUSADMIN 5740 Consumer Behavior 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 5740

**Typically Offered:** Spring

**BUSADMIN 6100 Supply Chain Management 3 Credits**

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: ECONOMIC 2410 or MATH 1830 or MATH 4030 or consent of instructor.

**Components:** Class

**Cross Offering:** BUSADMIN 6100

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 6160 Purchasing Management 3 Credits**

This course focuses on the managerial, administrative, strategic and tactical aspects of the purchasing function. Emphasis will be placed on the pertinent issues in purchasing management for both goods and services business sectors. The course will explore the managerial perspective of the core tasks and challenges required to effectively manage the purchasing function within the context of an integrated supply chain. P: BUSADMIN 4100 or consent of instructor.

**Components:** Class

**Cross Offering:** BUSADMIN 6160

**Typically Offered:** Fall/Spring/Summer

**BUSADMIN 6200 Employee Recruitment and Selection 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6200

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Spring



**BUSADMIN 6330 Labor-Management Relations 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6330

**Prereqs/Coreqs:** P: BUSADMIN 3030 or consent of instructor

**Typically Offered:** Fall

**BUSADMIN 6630 Marketing Management 3 Credits**

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.

**Components:** Class

**Cross Offering:** BUSADMIN 6630

**Typically Offered:** Fall

**BUSADMIN 7110 Management Decision Analysis 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: a statistics course or consent of the instructor

**Typically Offered:** Fall

**BUSADMIN 7540 Advanced Quality Management 3 Credits**

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/BUSADMIN 5540 Quality Management or consent of the instructor..

**Components:** Class

**Typically Offered:** Fall/Spring

## COUNSELING PSYCHOLOGY (COUNSPSY)

**COUNSPSY 7130 At Risk Youth 3 Credits**

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

**Components:** Class

**Cross Offering:** COUNSPSY 7130

**Typically Offered:** Fall/Summer

## CRIMINAL JUSTICE (CRIMLJUS)

**CRIMLJUS 6030 Criminal Law 3 Credits**

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6030

**Typically Offered:** Spring

**CRIMLJUS 6330 Criminal Procedure and Evidence 3 Credits**

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6330

**Typically Offered:** Fall

**CRIMLJUS 6630 Current Topics in Criminal Justice 1-3 Credits**

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

**Components:** Class

**Cross Offering:** CRIMLJUS 6630

**Typically Offered:** Summer

**CRIMLJUS 6830 Psychopharmacology for AODA Counselors 3 Credits**

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.

**Components:** Class

**Cross Offering:** CRIMLJUS 6830

**Typically Offered:** Fall

**CRIMLJUS 6930 Criminal Justice Seminar 3 Credits**

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

**Components:** Seminar

**Cross Offering:** CRIMLJUS 6930

**Typically Offered:** Spring

**CRIMLJUS 7030 CRIMINAL JUSTICE SYSTEMS 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring

**CRIMLJUS 7120 Policing in a Democratic Society 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**CRIMLJUS 7130 Criminal Justice Research and Statistical Methods 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**CRIMLJUS 7230 Criminological Theory 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Summer

**CRIMLJUS 7310 Perspectives on Child Maltreatment and Child Advocacy 3 Credits**

This course analyzes and critiques the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment and child advocacy.

**Components:** Class

**Typically Offered:** Fall-ALTSummer

**CRIMLJUS 7320 JUVENILE DELINQUENCY & JUSTICE: RACE, CLASS, GENDER AND YOUTH 3 Credits**

This course is designed to provide the student with a basic understanding of juvenile delinquency and youth crime, stratified by race, ethnicity, social class, and gender. The course will cover the nature and extent of delinquency among juveniles, theories of causation, socio-environmental causes, the juvenile justice system, and programs designed to address delinquency.

**Components:** Class

**Typically Offered:** Spring

**CRIMLJUS 7330 Law as Social Control 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring/Summer

**CRIMLJUS 7340 Cyber-Crime 3 Credits**

This course will examine the forms and extent of crimes committed by computer and Internet and how these types of crimes challenge traditional approaches of investigation and prosecution. Topics will include 4th Amendment aspects of computer and cyber-crimes, the law of electronic surveillance, computer hacking, online fraud, cyber-bullying, and other computer crimes as well as encryption, online economic espionage and cyber-terrorism.

**Components:** Class

**Typically Offered:** Spring/Summer

**CRIMLJUS 7430 Victimology 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring/Summer

**CRIMLJUS 7520 Civil Liabilities in Criminal Justice Agencies 3 Credits**

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.

**Components:** Class

**Typically Offered:** Summer

**CRIMLJUS 7530 Criminal Justice Administration 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring/Summer

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

The course presents a study of the history, theory and practice of contemporary corrections. History will be used to frame and to help explain how certain practices evolved from a particular socio-economic context. The course is intended to encourage analytic thinking about how as a society we respond to legal violations. Students will review classic essays describing the social dynamics of punishment. Students will also examine factors contributing to the rise of reformatories, parole, and probation from the 1880s to the present, the emergence of the rehabilitative ideal, inmate adaptations to incarcerations, prison rights issues, the move to law and order or "get tough" on crime, and the culture of control since 1990s.

**Components:** Class

**Typically Offered:** Fall/Summer

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

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.

**Components:** Class

**Typically Offered:** Spring

**CRIMLJUS 7880 Criminal Justice Internship 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**CRIMLJUS 7920 Seminar Paper Research 3 Credits**

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 students educational experience, and as a bridge to the students future in the criminal justice field. P: for online masters programs: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230, and CRIMLJUS 7330. (All masters programs: contact advisor for prior approval and registration instructions.)

**Components:** Seminar

**Cross Offering:** CRIMLJUS 7920

**Prereqs/Coreqs:** P: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230 and CRIMLJUS 7330

**Typically Offered:** Fall/Spring/Summer

**CRIMLJUS 7940 Special Topics in Criminal Justice 3 Credits**

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.)

**Components:** Class

**Typically Offered:**

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

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 students 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.)

**Components:** Independent Study

**Cross Offering:** CRIMLJUS 7980

**Typically Offered:** Fall/Spring/Summer

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

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 students area of emphasis, and must be approved by a thesis committee. P: for online masters programs: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230, and CRIMLJUS 7330. (All masters programs: contact advisor for prior approval and registration instructions.)

**Components:** Thesis Research

**Cross Offering:** CRIMLJUS 7990

**Prereqs/Coreqs:** P: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230 and CRIMLJUS 7330

**Typically Offered:** Fall/Spring/Summer

## DISTANCE EDUCATION LEADERSHIP (DEL)

**DEL 7010 Introduction to Distance Education Leadership 3 Credits**

Students will explore the various aspects of distance education/eLearning from a management perspective. Managing leading people and teams is explored in the context of examining such specific topics as: marketing an online program, recruiting students and staff, training and retaining online instructors, developing courses, maintaining student services, which special consideration of including diversity/inclusion, and related issues. Emphasis is placed on review (and reflection) of career opportunities for managers of online learning programs including corporate, non-profit, K-12, with special emphasis on higher education distance education programs. This course surveys the history, theories, and practices of distance education. Key principles and practical issues involved in the field are identified and critically examined. In general, the course surveys the teaching and learning aspects of distance education, planning and evaluation as well as essential administrative and policy factors, with discussion of the impact of technological change on people and processes.

**Components:** Class

**Typically Offered:**

**DEL 7110 Virtual Educational & Instructional Technology 3 Credits**

This course examines processes and systems for delivering learning instruction in a virtual environment based on scientific research. The course explores theories of how people learn, instructional technology tools, issues in educational and instructional technology, technology literacy, the evaluation of technology resources, and content/learning management systems.

**Components:** Class

**Typically Offered:**

**DEL 7120 Academic Administration in the Virtual Environment 3 Credits**

Students in this course will examine administrative issues with an academic team of faculty/staff. Topics include course scheduling, teacher/student absences, time and labor reporting, vacation/holiday planning, tracking course attendance and grades, student academic progress, student drops, tracking online teaching, faculty tenure, faculty/staff meetings, academic calendars, and faculty files and documentation.

**Components:** Class

**Typically Offered:**

**DEL 7220 Teaching and Learning at a Distance 3 Credits**

This course examines the teaching and learning at a distance. Instructional theory and methods as they apply to online and blended instruction will be studied. A comprehensive exploration of teaching philosophies, lesson planning, and the evaluation of online and blended instruction will occur. Best practices and trends will be explored and applied through research, discussion, and practical application.

**Components:** Class

**Typically Offered:**

**DEL 7310 Operations Administration in the Virtual Environment 3 Credits**

Students will explore issues related to the effective management of operational units within the virtual environment, student recruitment, admissions, scheduling, training development, finance, information services, and student services. Emphasis will be given to the development of seamless processes among departments, as well as scalable policies and procedures. The course will also integrate concepts in the management of key organizational resources; human, technological, and financial; in fulfilling strategic and operational goals.

**Components:** Class

**Typically Offered:**

**DEL 7410 Education Policy, Law, and Ethics in the Virtual Environment 3 Credits**

Students will examine higher education law and policy beginning with a basic understanding of the American legal system, how policies are created, and ethical implications as well as exploring institutional accountability and the rights and responsibilities of students and faculty. This course draws from real-life cases in American universities and provides knowledge and tools to effectively respond in an environment of increasing litigation.

**Components:** Class

**Typically Offered:**

**DEL 7510 Online Course Design and Management 3 Credits**

This course examines design principles and strategies that are developed to increase e-learning, based on scientific theories of how people learn. Course design and course management processes are applied and evaluated in relation to how they support or disrupt learning.

**Components:** Class

**Typically Offered:**

**DEL 7540 eLearning Program Administration 3 Credits**

This course examines the administration of elearning programs. Proposals, planning, implementation, and assessment are all explored. Topics such as market analysis, budgeting, curriculum, resource planning, quality assurance, program assessment, and organizational change are discussed. Academic and operational administration concepts are applied through discussions and scenario and project based learning.

**Components:** Class

**Typically Offered:**

**DEL 7610 Virtual Team and Project Management 3 Credits**

Virtual Team and Project Management covers current issues, emerging trends, and best practices in managing virtual teams and projects. Content will include topics such as optimal team composition, virtual team development, communicating and leading virtually, performance management, project management charters, work breakdown structure, planning, budget, risk management, scheduling, and control/evaluation. Students will demonstrate mastery of course content utilizing their actual contextual settings and case studies/scenarios.

**Components:** Class

**Typically Offered:**

**DEL 7640 Talent Development in Virtual Education 3 Credits**

Students in this course will examine the ever-changing cultural and technological environment of education as it relates to tools used by higher education administrators the tools to develop talent among their faculty/staff and provide relevant professional development opportunities. Course content will include technologies to master the craft of teaching, scaffolding practices, professional needs assessment and goal setting, continuous performance appraisals, and various professional development activities, such as peer review/mentoring, teaching circles, best practice share sites, and online conferences.

**Components:** Class

**Typically Offered:**

**DEL 7740 Student Services in Virtual Education 3 Credits**

This course examines the structure and administration of various student services in the virtual environment, including advising, special accommodations, registrar functions, library services, student clubs and campus events, and an online bookstore.

**Components:** Class

**Typically Offered:**

**DEL 7840 Capstone 3 Credits**

Students will draw upon and synthesize knowledge and skills of distance education learned throughout the program by applying it to a topic or case study as assigned. This course is designed for the final course of the program.

**Components:** Class

**Typically Offered:**

**DEL 7910 Critical Issues in Virtual Education 3 Credits**

This course will examine various specialized and timely issues facing educational administrators in the virtual environment, such as the changing face of technology, accreditation, and sociocultural and political perspectives that affect the delivery of education.

**Components:** Class

**Typically Offered:**

**DEL 7920 Seminar Paper Research 3 Credits**

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 students education experience and as a bridge to the students future in the distance education leadership discipline.

**Components:** Seminar

**Typically Offered:**

**DEL 7940 Special Topics in Distance Education Leadership 1-3 Credits**

Designed to present to students specialized topics in the field of distance education leadership depending upon interest of students and approval of staff.

**Components:** Class

**Typically Offered:**

**DEL 7950 Research, Assessment and Analytics in eLearning 3 Credits**

This course examines concepts in conducting research in elearning, including quantitative and qualitative methods, data collection methods, and ethics. Interpretation and evaluation methods are also explored and applied, such as metrics, dashboards, narrative inquiry, and interpretive analytics.

**Components:** Class

**Typically Offered:**

**DEL 7980 Independent Study 1-4 Credits**

Independent Study is intended for students who wish to expand upon a distance education leadership topic or research a related topic not covered by existing curriculum. The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students advisor and the graduate dean. Approval must be secured from the department faculty member and the students advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.

**Components:** Independent Study

**Typically Offered:**

**DEL 7990 Thesis Research 3-6 Credits**

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 students area of emphasis, if any, and must be approved by a thesis committee.

**Components:** Thesis Research

**Typically Offered:**

## ENGINEERING (ENGRG)

**ENGRG 5000 Engineering Communications 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**ENGRG 5030 Linear Algebra 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall/Summer

**ENGRG 6050 Applied Statistics 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring/Summer

**ENGRG 6230 Structural Steel Design with LRFD 3 Credits**

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.

**Components:** Class

**Typically Offered:** EVERY/4TH

**ENGRG 7030 Simulation Modeling of Engineering Systems 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring/Summer

**ENGRG 7070 Optimization with Engineering Applications 3 Credits**

Students will be able to solve a variety of optimization problems using optimization software or the optimization routines available in spreadsheets (e.g. Excel or Quattro). Linear, non-linear, and discrete problems will be solved. Students will learn the theory of improving search methods, which are the basis for all optimization algorithms. An emphasis will be placed on the need for the modeler to examine the practicality of program results. Also, students will perform a Life Cycle Analysis, which is an optimization procedure that minimizes the impacts on the environment.

**Components:** Class

**Typically Offered:** Fall/Spring

**ENGRG 7220 Dynamics of Structures 3 Credits**

Dynamic analysis of structures using simplified single-degree-of-freedom models, model analysis and static condensation. Assumptions used in numeric analysis methods will be explored in order to better understand the output from computer analysis. Application of dynamic analysis as implemented in the International Building Code. P: GENENG 2230 - Engineering Mechanics - Dynamics. Recommended: MATH 3230 - Linear Algebra, MATH 3630 - Differential Equations, CIVILENG 3100 - Structural Mechanics (or equivalent for all courses listed).

**Components:** Class

**Typically Offered:** EVERY/4TH

**ENGRG 7260 Advanced Shallow Foundation Design with LRFD Applications 3 Credits**

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: CIVILENG 3730 - Geotechnical Engineering (or an equivalent course in soil mechanics).

**Components:** Class

**Typically Offered:** Fall-ALT

**ENGRG 7270 Advanced Deep Foundation Design with LRFD Applications 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: ENGRG 7260

**Typically Offered:** Spring-ALT

**ENGRG 7280 Geosynthetics Engineering 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring-ALT

**ENGRG 7290 Earth Retaining Structures: Design, Analysis and LRFD 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: CIVILENG 3730 and ENGRG 7280

**Typically Offered:** Fall-ALT

**ENGRG 7310 Control Systems Engineering I 3 Credits**

Classical control systems, frequency domain. Laplace transformation and transfer functions of linear electrical, mechanical, and electromechanical systems. Time response and pole-zero analysis. Stability and error analysis of feedback systems. Control systems design via root locus techniques. P: consent of instructor. S.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7320 Control Systems Engineering II 3 Credits**

Classical and modern control systems, frequency and time domain. Design via frequency response techniques. Modeling in state-space. Signal-flow graphs of state equations. Stability and errors in state space. Controllability and observability. Control systems design via state space.. P: BS degree in engineering and ENGRG 7310.

**Components:** Class

**Typically Offered:** Spring

**ENGRG 7340 Digital Control Systems 3 Credits**

Digital Controller Design in time and frequency domain. State space modeling, controllability, observability, stability, minimal realization, pole placement and observer design. P: A BS degree in Engineering, with some background in Automatic Control Area. ENGRG 7310, ENGRG 7320.

**Components:** Class

**Prereqs/Coreqs:** P: ENGRG 7310 and ENGRG 7320

**Typically Offered:** DEMAND



**ENGRG 7510 Design of Experiments 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7520 Design for Manufacturability 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**ENGRG 7530 Design for Usability 3 Credits**

This course explores the ergonomic aspects of usability within the product design, work design, and manufacturing or service environment. Ergonomic principles which apply to the design of physical work as well as the tools and products of production will be investigated. The impact of cognitive demands of the user will be investigated for applicability to the design of products and processes. The macroergonomic aspects of the built environment necessary for inclusive design will be discussed with respect to minimize operational error and maximize safety for a wide range of expected users.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7540 Advanced Finite Element Method 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7550 Product Design and Development 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**ENGRG 7560 Sustainability in Engineering Design and Manufacturing 3 Credits**

This course explores the engineering management systems and design frameworks necessary to understand the interrelated issues of environmental quality, sustainability principles, engineering best practices, and emerging manufacturing technologies. The engineering viewpoint of sustainability starts with the systems engineering life-cycle process and includes the systems design evaluation processes for producibility, maintainability, disposability, and life-cycle costing. Key supporting engineering management processes include trade-off studies and risk-based decision making.

**Components:** Class

**Typically Offered:** DEMAND

**ENGRG 7800 Engineering Management 3 Credits**

Introduce the student to fundamental concepts of management and management theories. Discuss timely topics and issues of business ethics including environmental, safety, and product liability. The student will gain an understanding of differences between engineering and management roles with specific application to motivating, and managing technical personnel. The student will develop an understanding and application of the specific tools of engineering management including basic forecasting, planning, scheduling and decision-making models.

**Components:** Class

**Typically Offered:** Fall/Summer

**ENGRG 7810 Advanced Production and Operations Analysis 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**ENGRG 7820 Quality Engineering and Management 3 Credits**

This course provides practical tools for planning and completing quality improvement projects. The first part of the course deals with an introduction to quality management philosophies, tools, and approaches. The second part (about 70%) of the course is devoted to the Six-Sigma (SS) philosophy, roadmap, tools, and techniques of planning and executing quality improvement projects. The course concludes with the application of the Design for Six Sigma (DFSS) approach to design or improve products and processes. P: MATH 4030 or ENGRG 6050, or consent of instructor.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7830 Advanced Cost and Value Analysis 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring-ALT

**ENGRG 7840 Systems Engineering Management 3 Credits**

New technologies and time constraints need to meet the challenges of satisfying customer needs such as performance, quality, and over-all cost effectiveness. This sets up a framework for effective system engineering and management of complex systems. The systems engineering effort needs to integrate a wide variety of key design disciplines, apply robust design methods and tools in a manner as to achieve system engineering objectives, assess and control through design reviews, evaluations, feedback and corrective action. The management issues pertaining to the application of systems engineering to various projects is equally important. Principles of System Engineering Management Plan (SEMP), organizational aspects of Systems Engineering such as functional, product line, and matrix structures, and interfaces between the customer, the producer, and suppliers are some key topics that need to be addressed as part of Systems Engineering Management.

**Components:** Class

**Typically Offered:** Fall

**ENGRG 7850 Taguchi Method of Designing Experiments 3 Credits**

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.

**Components:** Class

**Typically Offered:** DEMAND

**ENGRG 7860 Continuous Improvement With Lean Principles 3 Credits**

Development and applications of lean techniques including an overview of the Toyota Production System. Lean principles including stability, standardization, just-in-time, jidoka and involvement. Examples from manufacturing, service and office settings. Specific techniques which support continuous improvement including five S, standardized work, production leveling, kanban systems, value stream mapping, poka-yoke, and A3 reporting. Methods for creating and sustaining a culture of continuous improvement.

**Components:** Class

**Typically Offered:** Spring

**ENGRG 7930 Special Topics in Engineering 1-3 Credits**

Various engineering topics will be explored. Topics vary.

**Components:** Class

**Typically Offered:** DEMAND

**ENGRG 7980 Independent Study in Engineering 1-3 Credits**

Students registering for independent study must submit, at or before registration, a description and timetable for completion, signed by both the instructor supervising the independent study and the student. The project must be above and beyond the students traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The maximum allowable Independent Study credits will be four (4) within the Master of Science in Engineering program and a maximum of three (3) may be taken at any one time.

**Components:** Independent Study

**Typically Offered:** Fall/Spring/Summer

## INDUSTRIAL STUDIES (INDUSTDY)

**INDUSTDY 5950 Industrial Design for Production 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 5950

**Typically Offered:** Fall

**INDUSTDY 6950 Production Planning and Control 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 6950

**Typically Offered:** Spring

**INDUSTDY 7000 Research Methodology 3 Credits**

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.

**Components:** Class

**Cross Offering:** INDUSTDY 7000

**Typically Offered:** Fall/Spring/Summer

## INTEGRATED SUPPLY CHAIN MGT (ISCM)

**ISCM 7100 International Supply Chain Management 3 Credits**

This course focuses on the importance of international supply chain management. It provides an overview of international logistics, global strategy for logistics and supply chain management, as well as structuring of the global supply chain. The international trade environment, total cost approach of materials, competitive relationships among international organizations, exchange fluctuations, practices of import/export, and other related topics will be explored. P: graduate standing and BUSADMIN 2100/BUSADMIN 6100 or consent of instructor.

**Components:** Class

**Typically Offered:**

**ISCM 7500 Supply Chain Logistics 3 Credits**

Introduction to the logistics system of an organization. Procedures and techniques for the design and analysis of transportation, material handling, and inventory. Examining the interdependencies between the logistics system and wider organizational activities. P: ISCM 7100.

**Components:** Class

**Typically Offered:** Fall/Spring

**ISCM 7510 Import/Export 3 Credits**

This course covers the major facets of the import-export transactions and procedures required to do business overseas successfully. The focus is on practical applications, ranging from understanding the objectives of parties involved in importing and exporting to basics of letters of credit, packaging, and transporting shipments. The course will cover cross-cultural differences, role of banks and freight forwarders; foreign currency management; and documents used in international trade. (subject to addition and change as course is further developed) P: ISCM 7100.

**Components:** Class

**Typically Offered:** Occasional

**ISCM 7520 Warehousing and Distribution Management 3 Credits**

This course provides students with an understanding of the concepts and theories that drive the effective management of an organizations warehousing and distribution systems. The course will cover topics that include warehousing Layout, Design Configuration, Receiving, Delivery, Material Storage, as well as Distribution strategies, Distribution Network planning, Distribution ERP systems (WMS), System routing, Cross-dock, trucking tracking. Lean Supply Systems: JIT/Push, Shipping and Transportation mechanisms.

**Components:** Class

**Prereqs/Coreqs:** P: ISCM 7100

**Typically Offered:** Fall

**ISCM 7610 Outsourcing 3 Credits**

This course will provide a historical perspective on outsourcing and offshoring, the marketplace, and the incentives for firms around the globe to tap into sourcing opportunities. It will examine the various sourcing arrangements available according to the nature of work outsourced. the geographical aspects in sourcing decisions, as well as examining certain vendor characteristics and desired core capabilities of the vendor. It will consider vendor selection strategy and outsourcing lifecycle from a clients viewpoint. Finally it will review trends and emerging issues in the area of global sourcing, including reshoring. (subject to addition and change as course is further developed)

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**ISCM 7700 Customer Relationship Management 3 Credits**

Customer Relationship Management (CRM) is a business strategy that aims to understand, anticipate and manage the needs of an organizations current and potential customers. This course will introduce critical concepts and methods such as customer value, customer asset value, CRM vision and strategy. P: ISCM 7100 International Supply Chain Management.

**Components:** Class

**Typically Offered:** Fall

**ISCM 7710 SUPPLY CHAIN CUSTOMER SYNCHRONIZATION 3 Credits**

The course highlights the principles and concepts of Supply Chain Customer Synchronization, and provides an overview of detailed procedures and techniques for the design, implementation, and control of strategies to better align with key customers. This course will highlight the importance of supply chain customer synchronization as organizational strategy, provide an overview of specific customer synchronization strategies, and discuss challenges to synchronizing with key customers.

**Components:** Class

**Typically Offered:** Fall/Spring

**ISCM 7720 REVERSE LOGISTICS 3 Credits**

The course highlights the principles and concepts of reverse logistics, and provides an overview of detailed procedures and techniques for the design, implementation, and control of reverse logistics strategies. The topics covered in this course will be: customer returns, product value extraction, cross functional collaboration, reverse logistics revenue costs reduction strategies, and reverse logistics revenue generation strategies. The focus of the course will be on reverse logistical flows starting with the customer. As a result, customer behavior and coordination will be key elements pertaining to each of the topics above.

**Components:** Class

**Prereqs/Coreqs:** P: ISCM 7700 (Customer Relations Management) CRM

**Typically Offered:** Summer

**ISCM 7840 Integrated Supply Chain Management Capstone 3 Credits**

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

**Components:** Class

**Typically Offered:** All

**ISCM 7920 Seminar Paper Research 3 Credits**

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 students education experience and as a bridge to the students future in the supply chain management discipline. P: all coursework toward the degree must be completed prior to registering for ISCM 7920.

**Components:** Seminar

**Typically Offered:** Fall/Spring

**ISCM 7940 Special Topics in Integrated Supply Chain Management 1-3 Credits**

Designed to present to students specialized topics in the field of Integrated Supply Chain Management depending upon interest of students and approval of staff. P: ISCM 7100.

**Components:** Class

**Typically Offered:** DEMAND

**ISCM 7980 Independent Study in Integrated Supply Chain Management 1-4 Credits**

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the students advisor and the graduate dean. Approval must be secured from the department faculty member and the students advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved. P: ISCM 7100 and consent of instructor or department chair.

**Components:** Independent Study

**Typically Offered:** All

**ISCM 7990 Thesis Research 3 Credits**

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 students area of emphasis, if any, and must be approved by a thesis committee. P: INDUSTDY 7000 and completion of all other coursework.

**Components:** Thesis Research

**Typically Offered:** All

## MEDIA STUDIES (MEDIA)

**MEDIA 5010 Business Communication 3 Credits**

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

**Components:** Class

**Cross Offering:** MEDIA 5010

**Typically Offered:** Fall/Spring/Summer

**MEDIA 5800 Meeting and Event Management 3 Credits**

This course explores the meetings industry, including association, corporation, and government meetings. Students also examine conventions, trade shows, incentive travel and special events.

**Components:** Class

**Cross Offering:** MEDIA 5800

**Typically Offered:** Spring

**MEDIA 7330 Organizational Communication 3 Credits**

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.

**Components:** Class

**Cross Offering:** MEDIA 7330

**Typically Offered:** Spring

## ORGANIZATION CHANGE LEADERSHIP (OCL)

**OCL 7200 Strategic Thinking and Change 3 Credits**

Given the level of competitiveness and the pace of change today, leading change has become a core leadership competency, and the ability for organizations to learn, grow, adapt, and change has become a core organizational capability. In today's rapidly shifting, global business environment, enterprises are facing profound change from multiple directions (the marketplace, competitors, advancing technologies, and growing client expectations). Furthermore, changes are increasing at an accelerating pace, just as most workers and teams are pressured to deliver performance faster, cheaper, and smarter. The dynamic enterprise enables its people to deliver high performance under complex business conditions – to turn chaos into strategy, and strategy into action. P: OCL 7330 - Organizational Change Leadership: Theory and Practice.

**Components:** Class

**Prereqs/Coreqs:** P: OCL 7330

**Typically Offered:** Fall/Spring

**OCL 7310 BUSINESS ANALYTICS 3 Credits**

Students will learn how to apply business analytics tools and techniques to decision making for managers and leaders of organizational change. Business analytics is a process of transforming data into actions through analysis and insights in the context of organizational decision making and problem solving. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Students will complete business analytics problems using Microsoft Excel and various Excel add-ins, and other specialized software that is bundled with the textbook.

**Components:** Class

**Typically Offered:** Fall

**OCL 7330 Organizational Change Leadership: Theory and Practice 3 Credits**

This course provides an introduction to leadership theory and practice, both generally and specifically. Strategies for identifying and positively affecting the core of the organization will be discussed. Methods for adapting to and affecting change in interpersonal and group situations will be covered. P: Previous course covering leadership topics (e.g. - introduction to leadership, organizational behavior).

**Components:** Class

**Typically Offered:** Fall/Spring

**OCL 7380 Conflict Resolution and Negotiation 3 Credits**

Examines the nature of conflict as it occurs in organizations, how conflict can function both destructively and constructively in that context, and the history of how conflict has traditionally been viewed and managed in organizational contexts. Also, it considers the theory underlying the creation of integrated conflict management systems in organizations, the nature of such systems and how they are developed, designed and evaluated. P: OCL 7330 Organizational Change Leadership: Theory and Practice.

**Components:** Class

**Prereqs/Coreqs:** P: OCL 7330

**Typically Offered:** Fall/Spring

**OCL 7400 Creative Problem Solving 3 Credits**

The Creative Problem Solving course will provide you with a basic framework for creative problem-solving and decision making in today's business environment. This class will build your self-analysis skills in the creative problem solving process by introducing you to the techniques and tools used by successful managers. After completing this class, you will be able to analyze the situation and choose the best approach to drive the creative problem solving process in an organizational setting. P: OCL 7330, Organizational Change Leadership: Theory and Practice.

**Components:** Class

**Prereqs/Coreqs:** P: OCL 7330

**Typically Offered:** Fall/Spring

**OCL 7410 Intercultural Change Leadership 3 Credits**

This course serves as an elective for the general MSOCL program. It is designed to provide the basics in intercultural communication change leadership and empower learners to handle a broad array of cultural differences in increasingly complex work environments. Individuals, team members, change agents and managers working in such an environment must be knowledgeable about other cultures and cultural differences. This course covers some of the field's theoretical findings and practical applications in intercultural change leadership and enables the participants to apply this knowledge in a multicultural and multinational business environment.

**Components:** Class

**Typically Offered:**

**OCL 7500 Organizational Development 3 Credits**

Organizational Development (OD) is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Through the process of OD, we attempt to bring about successful change efforts in individual employees, groups and teams, inter-groups, and organizations as well. P: BUSADMIN 5530 Organizational Behavior and OCL 7330 Organizational Change Leadership: Theory and Practice.

**Components:** Class

**Typically Offered:**

**OCL 7530 Organizational Theory 3 Credits**

This course builds on the material covered in Organizational Behavior by introducing students to organizational theory and behavior from a policy and management perspective. The literature on organization theory addresses questions about the external environment within which organizations operate as well as the strategies and processes that are adopted by organizations in response to their environment. P: BUSADMIN 5530 Organizational Behavior and OCL 7330 Organizational Change Leadership: Theory and Practice.

**Components:** Class

**Typically Offered:** Spring

**OCL 7600 Change Leadership in Healthcare 3 Credits**

This course examines managerial and change leadership concepts, issues, roles, and functions as applied to the role of the healthcare professional in various organizational settings.

**Components:** Class

**Typically Offered:**

**OCL 7610 CURRENT TOPICS IN HEALTHCARE 3 Credits**

Current issues in healthcare are discussed, analyzed, and addressed as they relate to change and change leadership. Course content will be modified and announced each time the course is presented to best represent current healthcare industry trends and issues.

**Components:** Class

**Prereqs/Coreqs:** P: OCL 7600

**Typically Offered:**

**OCL 7840 Capstone 3 Credits**

Students will draw upon and synthesize knowledge and skills learned throughout the program by applying it to a topic or case study as assigned. This course is designed for the final course of the program.

**Components:** Class

**Typically Offered:** All

**OCL 7920 Seminar Paper Research 3 Credits**

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 students educational experience, and as a bridge to the students future in the organizational change leadership field. This would replace the required core course of OCL 7840 Capstone.

**Components:** Class

**Typically Offered:** All

**OCL 7940 Special Topics 3 Credits**

Designed to present to students specialized topics in the field of Change Management depending upon interest of students and approval of staff.

**Components:** Class

**Typically Offered:** All

**OCL 7980 Independent Study 1-4 Credits**

This course is designed to allow students to explore individual areas of interest and study. The amount of graduate credit allowed for independent study may not exceed a total of four credits except with special permission of the students advisor and the graduate dean. Approval must be secured from the department faculty member and the students 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.

**Components:** Class

**Typically Offered:** All

**OCL 7990 Thesis Research 3 Credits**

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 students area of emphasis, if any, and must be approved by a thesis committee. If selected, this catalog course replaces the required core course OCL 7840 Capstone. (Contact advisor for prior approval and registration instructions)

**Components:** Class

**Typically Offered:** All

## PHILOSOPHY (PHLSPHY)

**PHLSPHY 7530 Business Ethics 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

## POLITICAL SCIENCE (POLISCI)

### **POLISCI 5830 Civil Liberties 3 Credits**

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.

**Components:** Class

**Cross Offering:** POLISCI 5830

**Typically Offered:** Occasional

## PROJECT MANAGEMENT (PROJMGT)

### **PROJMGT 7010 Project Management Techniques I 3 Credits**

An introduction to contemporary project management tools and techniques across three broad areas: organizing and initiating projects, planning projects, and performing projects. Content emphasizes project selection, chartering new projects, stakeholder management, scope management, scheduling, and their integration.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

### **PROJMGT 7020 Project Management Techniques II 3 Credits**

A continuation of contemporary project management tools and techniques across three broad areas: organizing and initiating projects, planning projects, and performing projects. Content emphasizes organizational capabilities, resourcing, budgeting, quality, procurement, supply chain management, risk, and their integration. P: PROJMGT 7010.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010

**Typically Offered:** Fall/Spring/Summer

### **PROJMGT 7030 Project Risk Management 3 Credits**

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 PROJMGT 7020, or consent of department chair.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Spring/Summer

### **PROJMGT 7040 Interpersonal Skills for Virtual and Co-Located Project Teams 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Spring/Summer

### **PROJMGT 7050 Project Procurement Management 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Fall



**PROJMGT 7060 Advanced Tools and Techniques for Project Management 3 Credits**

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.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Fall

**PROJMGT 7070 Program Management 3 Credits**

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

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Spring

**PROJMGT 7080 Project Scope Management 3 Credits**

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

**Components:** Class

**Typically Offered:** Fall/Spring

**PROJMGT 7090 Agile Methods in Project Management 3 Credits**

Starting with an overview of Agile project management methodologies and theory, this course prepares students to evaluate projects, assess culture, and adapt agile methods to project management applications within the organization. Though some content is drawn from the software environment, this course is intended for a broad audience and is not specific to nor focused on software development. P: PROJMGT 7010 and PROJMGT 7020 or consent of program director.

**Components:** Class

**Typically Offered:** Fall

**PROJMGT 7100 Legal Environment of Meetings 3 Credits**

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

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:**

**PROJMGT 7120 Project Portfolio Management 3 Credits**

Organizations are under pressure to complete more complex programs and projects faster than ever and while still satisfying the customer and organizational strategic objectives. However, since resources are limited, only those programs and projects that support the organizations strategies in the first place should be selected. Next, the selected programs/projects need to be monitored and controlled regularly to determine if they continue to support those objectives. If not, those resources should be redirected to other programs and projects. This course focuses on why portfolio management (PM) is essential for organizations, explains how to set up a portfolio management process, describes roles and responsibilities for people involved in PM, evaluates models to use, determines metrics to consider, and presents guidelines to successfully implement PM. P: PROJMGT 7010 PROJMGT 7020 or consent of instructor.

**Components:** Class

**Typically Offered:** Summer

**PROJMGT 7840 Project Management Capstone 3 Credits**

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 PROJMGT 7020 and all required foundation and core courses.

**Components:** Class

**Typically Offered:** Fall/Spring/Summer

**PROJMGT 7920 Seminar Paper Research 3 Credits**

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 students education experience and as a bridge to the students future in the project management discipline. P:PROJMGT 7010 and PROJMGT 7020 or consent of instructor or department chair..

**Components:** Seminar

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:**

**PROJMGT 7940 Special Topics in Project Management 1-3 Credits**

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 PROJMGT 7020 or consent of instructor or department chair.

**Components:** Class

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Summer

**PROJMGT 7980 Independent Study in Project Management 1-4 Credits**

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

**Components:** Independent Study

**Prereqs/Coreqs:** P: PROJMGT 7010 and PROJMGT 7020

**Typically Offered:** Fall/Spring/Summer

**PROJMGT 7990 Thesis Research 3 Credits**

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 students area of emphasis, if any, and must be approved by a thesis committee. P: PROJMGT 7010, PROJMGT 7020, BUSADMIN 7540, MEDIA 7330. If selected, this catalog course replaces the required core course PROJMGT 7840 Project Management Capstone. (Contact advisor for prior approval and registration instructions.)

**Components:** Thesis Research

**Prereqs/Coreqs:** P: PROJMGT 7010, PROJMGT 7020, BUSADMIN 7540, MEDIA 7330

**Typically Offered:** Fall/Spring/Summer

## PSYCHOLOGY (PSYCHLGY)

**PSYCHLGY 7030 Psychology in the Criminal Justice System 3 Credits**

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.

**Components:** Class

**Typically Offered:** Summer

**PSYCHLGY 7230 Crisis Intervention Theory 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**PSYCHLGY 7330 Theories of Personality in the Criminal Justice System 3 Credits**

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.

**Components:** Class

**Typically Offered:** Fall

**PSYCHLGY 7430 Abnormal Psychology in a Dangerous World 3 Credits**

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.

**Components:** Class

**Typically Offered:** Spring

**PSYCHLGY 7980 Independent Study in Psychology 1-4 Credits**

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.

**Components:** Independent Study

**Cross Offering:** PSYCHLGY 7980

**Typically Offered:** Fall/Spring/Summer

## SELECTED EMAIL ADDRESSES AND TELEPHONE NUMBERS

For numbers not listed, please call the Information Center at 608.342.1491 or check the online directory at [www.uwplatt.edu/phonebook](http://www.uwplatt.edu/phonebook) (<http://www.uwplatt.edu/phonebook>).

*Platteville Area Code 608*

Department Name and Address	Email Address	Phone No.	Fax No.
Admission, Campus-Based	gradstudies@uwplatt.edu	342.1322	342.1389
Admission, Online	disted@uwplatt.edu	342.1468	342.1071
Alumni Services, 1500 Ullsvik Hall	alumni@uwplatt.edu	342.1181	342.1196
Director School of Graduate Studies, 2500 Ullsvik Hall	gradstudies@uwplatt.edu	342.1262	342.1270
Academic Career and Advising Center, 0200 Ullsvik Hall	acac@uwplatt.edu	342.1183	342.1172
Campus Police, 134 Brigham Hall	police@uwplatt.edu	342.1584	342.1641
Cashier's Office, 236 Brigham Hall	cashieroff@uwplatt.edu	342.1211	342.1236
Chancellor's Office, 2500 Ullsvik Hall	shieldsd@uwplatt.edu	342.1234	342.1270
College of Business, Industry, Life Science and Agriculture, Dean, 152 Pioneer Tower	bilsa@uwplatt.edu	342.1547	342.1254
College of Engineering, Mathematics, and Science, Dean, 100 Ottensman Hall	emsdeansoffice@uwplatt.edu	342.1561	342.1566
College of Liberal Arts and Education, Dean, 160 Gardner Hall	lae@uwplatt.edu	342.1151	342.1409
Computer Science Master's Program, 213 Ullrich Hall	csse@uwplatt.edu	342.1418	342.1965
Continuing Education, 2100 Ullsvik Hall	continuing@uwplatt.edu	342.1314	342.1454
Counseling Psychology Office, 126 Doudna Hall	throope@uwplatt.edu	342.1252	342.1756
Counseling Services, 220 Royce Hall	dalsing@uwplatt.edu	342.1865	342.1863
Criminal Justice Master's Program, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071
Distance Learning Center, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071

Education/On Campus MSE Program, 134 Doudna Hall	stinsonk@uwplatt.edu	342.1131	342.1133
Education/On Campus MSE Adult Education Program	bromleyp@uwplatt.edu	866.681.5168 608.732.1251	262.495.8532
Engineering Master's Program, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071
Financial Aid, 204 Brigham Hall	finaid@uwplatt.edu	342.1836	342.1281
Health Services, 216 Royce Hall	uwps@uwplatt.edu	342.1891	342.1028
Residence Life, 120 Royce Hall	reslife@uwplatt.edu	342.1845	342.1847
Information Technology, 416 Karrmann Library	heldesk@uwplatt.edu	342.1421	342.1427
Integrated Supply Chain Management Master's Program, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071
Karrmann Library, Reference/Information Main Floor Karrmann Library	reference@uwplatt.edu	342.1668	342.1645
Multicultural Student Affairs, 131 Warner Hall	omsa@uwplatt.edu	342.1555	342.1508
Organizational Change Leadership Master's Program, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071
Project Management Master's Program, 2100 Ullsvik Hall	disted@uwplatt.edu	342.1468	342.1071
Provost and Vice Chancellor, 2500 Ullsvik Hall	nimocksm@uwplatt.edu	342.1261	342.1270
Registrar's Office, 101 Brigham Hall	registrar@uwplatt.edu	342.1321	342.1389
School of Education, 139 Doudna Hall	education@uwplatt.edu	342.1131	342.1133
School of Graduate Studies, 106 Brigham Hall	gradstudies@uwplatt.edu	342.1322	342.1389
Textbook Center, 029 Doudna Hall	textbookctr@uwplatt.edu	342.1265	342.1189

# INDEX

---

<b>A</b>	
About the UW-Platteville Graduate Catalog .....	5
About University of Wisconsin-Platteville .....	7
About University of Wisconsin-Platteville .....	76
Accounting (ACCTING) .....	102
Admission into the School of Graduate Studies .....	8
Admission Policies and Procedures .....	77
Agricultural Industries (AGINDUS) .....	38
Agricultural Sciences (AGSCI) .....	39
Art (ART) .....	39
<b>B</b>	
Biology (BIOLOGY) .....	39
Business Administration (BUSADMIN) .....	40
Business Administration (BUSADMIN) .....	103
<b>C</b>	
Chemistry (CHEMISTRY) .....	43
Computer Science (COMPUTER) .....	43
Counseling Psychology (COUNSPSY) .....	46
Counseling Psychology (COUNSPSY) .....	105
Course Descriptions .....	37
Course Descriptions .....	102
Courses .....	38
Courses .....	102
Criminal Justice (CRIMLJUS) .....	50
Criminal Justice (CRIMLJUS) .....	105
<b>D</b>	
Degrees and Programs .....	16
Dining Services .....	25
Discontinuation of Inactive Students .....	22
Discontinuation of Inactive Students .....	86
Distance Education Leadership (DEL) .....	108
Distance Learning .....	75
<b>E</b>	
Earning an Online Master's Degree from UW-Platteville .....	75
Economics (ECONOMIC) .....	51
Engineering (ENGRG) .....	110
English (ENGLISH) .....	51
Ethnic Studies (ETHNSTDY) .....	53
<b>F</b>	
Financial Aid .....	16
Financial Aid .....	82
Financial Information .....	14

Financial Information .....	81
French (FRENCH) .....	53
<b>G</b>	
General Information .....	75
General Requirements for On Campus Master's Degrees .....	17
General Requirements for Online Master's Degrees .....	82
Geography (GEOGRPHY) .....	53
Geology (GEOLOGY) .....	54
German (GERMAN) .....	54
Grades .....	13
Grades .....	81
Graduate .....	5
<b>H</b>	
Health and Human Performance (HHP) .....	54
History (HISTORY) .....	56
<b>I</b>	
Industrial Studies (INDUSTDY) .....	56
Industrial Studies (INDUSTDY) .....	115
Information Services .....	22
Information Services .....	86
Integrated Supply Chain Management (ISCM) .....	115
<b>M</b>	
Master of Science in Computer Science .....	27
Master of Science in Criminal Justice .....	87
Master of Science in Distance Education Leadership .....	90
Master of Science in Education .....	32
Master of Science in Education - Counseling Psychology .....	29
Master of Science in Engineering .....	90
Master of Science in Integrated Supply Chain Management .....	94
Master of Science in Organizational Change Leadership .....	96
Master of Science in Project Management .....	99
Mathematics (MATH) .....	58
Media Studies (MEDIA) .....	58
Media Studies (MEDIA) .....	117
Music (MUSIC) .....	59
Music Applied (MUAP) .....	59
<b>O</b>	
Online Master of Science Degrees .....	75
Organization Change Leadership (OCL) .....	117
Other Academic Programs .....	22
<b>P</b>	
Philosophy (PHLSPHY) .....	60
Philosophy (PHLSPHY) .....	119
Physical Science (PHSC) .....	60

Physics (PHYSICS) ..... 60

Policies and Procedures ..... 20

Policies and Procedures ..... 84

Political Science (POLISCI) ..... 61

Political Science (POLISCI) ..... 120

Project Management (PROJMGT) ..... 120

Psychology (PSYCHLGY) ..... 62

Psychology (PSYCHLGY) ..... 122

**R**

Registration and Course Policies ..... 11

Registration and Course Policies ..... 80

**S**

Selected Email Addresses and Telephone Numbers ..... 123

Sociology (SOCIOLOGY) ..... 63

Spanish (SPANISH) ..... 64

Speech Communication (SPEECH) ..... 64

Student Affairs ..... 24

Student Assistance Services ..... 26

Student Assistance Services ..... 87

**T**

Teaching (TEACHING) ..... 65

Theatre (THEATRE) ..... 74

Time Limitation ..... 22

Time Limitation ..... 86

To Prospective Students ..... 5

**U**

University of Wisconsin-Platteville ..... 4

UWP Study (UWPSTUDY) ..... 74

**W**

Women and Gender Studies (WOMGENDR) ..... 74

Writing Requirement Options ..... 18

Writing Requirement Options ..... 83