# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>4</td>
</tr>
<tr>
<td>To Prospective Students</td>
<td>4</td>
</tr>
<tr>
<td>About the UW-Platteville Graduate Catalog</td>
<td>4</td>
</tr>
<tr>
<td>About University of Wisconsin-Platteville</td>
<td>6</td>
</tr>
<tr>
<td>Admission into the School of Graduate Studies</td>
<td>7</td>
</tr>
<tr>
<td>Registration and Course Policies</td>
<td>10</td>
</tr>
<tr>
<td>Grades</td>
<td>12</td>
</tr>
<tr>
<td>Financial Information</td>
<td>13</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>15</td>
</tr>
<tr>
<td>Degrees and Programs</td>
<td>16</td>
</tr>
<tr>
<td>General Requirements for On Campus Master's Degrees</td>
<td>16</td>
</tr>
<tr>
<td>Writing Requirement Options</td>
<td>17</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Other Academic Programs</td>
<td>21</td>
</tr>
<tr>
<td>Time Limitation</td>
<td>21</td>
</tr>
<tr>
<td>Discontinuation of Inactive Students</td>
<td>21</td>
</tr>
<tr>
<td>Information Services</td>
<td>21</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>23</td>
</tr>
<tr>
<td>Dining Services</td>
<td>24</td>
</tr>
<tr>
<td>Student Assistance Services</td>
<td>25</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>26</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>35</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Agricultural Industries (AGINDUS)</td>
<td>36</td>
</tr>
<tr>
<td>Agricultural Sciences (AGSCI)</td>
<td>37</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>37</td>
</tr>
<tr>
<td>Biology (BIOLOGY)</td>
<td>38</td>
</tr>
<tr>
<td>Business Administration (BUSADMIN)</td>
<td>38</td>
</tr>
<tr>
<td>Chemistry (CHEMISTRY)</td>
<td>40</td>
</tr>
<tr>
<td>Computer Science (COMPUTER)</td>
<td>41</td>
</tr>
<tr>
<td>Counseling Education (COUNSEDED)</td>
<td>43</td>
</tr>
<tr>
<td>Criminal Justice (CRIMLJUS)</td>
<td>47</td>
</tr>
<tr>
<td>Economics (ECONOMIC)</td>
<td>49</td>
</tr>
<tr>
<td>English (ENGLISH)</td>
<td>49</td>
</tr>
<tr>
<td>Ethnic Studies (ETHNSTDY)</td>
<td>51</td>
</tr>
<tr>
<td>French (FRENCH)</td>
<td>51</td>
</tr>
<tr>
<td>Geography (GEOGRPHY)</td>
<td>51</td>
</tr>
<tr>
<td>Geology (GEOLOGY)</td>
<td>52</td>
</tr>
<tr>
<td>German (GERMAN)</td>
<td>52</td>
</tr>
<tr>
<td>Health and Human Performance (HHP)</td>
<td>52</td>
</tr>
</tbody>
</table>
Courses

Accounting (ACCTING) .......................................................... 105
Business Administration (BUSADMIN) .................................. 105
Counseling Education (COUNSED) ....................................... 107
Criminal Justice (CRIMLJUS) ............................................... 107
Distance Education Leadership (DEL) ................................... 109
Engineering (ENGRG) ......................................................... 111
Healthcare Administration (HCA) ......................................... 115
Industrial Studies (INDUSTDY) ............................................. 116
Integrated Supply Chain Mgt (ISCM) ...................................... 117
Media Studies (MEDIA) ........................................................ 118
Organization Change Leadership (OCL) ................................. 119
Philosophy (PHLSPHY) ........................................................ 121
Political Science (POLISCI) .................................................. 121
Project Management (PROJMGMT) ...................................... 121
Psychology (PSYCHLGY) .................................................... 123

Glossary .................................................................................. 124

Faculty and Academic Staff .................................................. 127
Emeriti Faculty and Staff ....................................................... 143
Index ...................................................................................... 148
GRADUATE

CAMPUS-BASED (ON CAMPUS)
THE SCHOOL OF GRADUATE STUDIES
2102 Ullsvik Hall
1 University Plaza
Platteville, Wisconsin 53818-3099

Phone: 608.342.1322
Fax: 608.342.1454
Email: gradstudies@uwplatt.edu
https://campus.uwplatt.edu/graduate-studies

ONLINE
CENTER FOR DISTANCE LEARNING
2100 Ullsvik Hall
1 University Plaza
Platteville, Wisconsin 53818-3099

Toll Free: 800.362.5460
Fax: 608.342.1071
Email: disted@uwplatt.edu
https://campus.uwplatt.edu/distance-education

Online catalogs are available at https://campus.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 https://campus.uwplatt.edu/graduate-studies.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

https://campus.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 (https://www.hlcommission.org) – 800.621.7440
  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://catalog.uwplatt.edu/graduate/about-graduate-catalog/%20https://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 https://campus.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 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 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 https://campus.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 to the School of Graduate Studies. 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.

The School of Graduate Studies has the right to deny admission to a student based on the student’s prior academic standing at UW-Platteville or any other institution.

INTERNATIONAL STUDENTS

Admission deadlines for students already in the U.S. in active F-1 status:

- July 15 (for Fall admission)
- December 1 (for Spring admission)

Admission deadlines for students not currently in the U.S. in F-1 status needing an initial I-20:

- July 1 (for Fall admission)
- November 15 (for Spring admission)

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://campus.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 1-20s 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: https://campus.uwplatt.edu/isss/f-2-dependents

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 ([https://www.english.wisc.edu/esl/](https://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 ([https://www.wesli.com](https://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 ([https://www.mesls.org/](https://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.

International students may request a waiver of the English proficiency 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:

Dr. Craig Wilson
Dean of the School of Graduate Studies
Tel: 608.342.1322
Email: gradstudies@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://isss.uwplatt.edu/index.cfm?FuseAction=Security.ExistingUserLogin](https://isss.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://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer_clearance_form.pdf](http://campus.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://isss.uwplatt.edu/index.cfm?FuseAction=Security.ExistingUserLogin](https://isss.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: [https://www.uwplatt.edu/isss/arrivalorientation](https://www.uwplatt.edu/isss/arrivalorientation).

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

• International Graduate Prospective ([http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/international_graduate_prospective_2016-2017.pdf](http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/international_graduate_prospective_2016-2017.pdf))

• Financial Verification Form ([http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017_grad_financial_verification_form.pdf](http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/2016-2017_grad_financial_verification_form.pdf))

• International Student Transfer Clearance Form ([http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer_clearance_form.pdf](http://campus.uwplatt.edu/files/graduate-studies/onCampusAdmission/transfer_clearance_form.pdf))

• Graduate Assistantship Application ([http://campus.uwplatt.edu/files/graduate-studies/Assistantship_Application_Revised_20130509.pdf](http://campus.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.
• 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 dean of the School of Graduate Studies. Each program determines the number of credits contained in its trial enrollment period, up to nine credits of graduate course work. After a student has completed the minimum (as specified by their program area), the faculty in the program area recommend that the student’s status be changed to full standing 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 dean of the School of Graduate Studies will confirm the final approval of advisor assignments. Students may request a change of advisor at any point during graduate study.

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
2101 Ullsvik Hall
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
or to gradstudies@uwplatt.edu

The following guidelines apply for transferring credits to graduate programs at UW-Platteville:
Registration and Course Policies

- 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. You may apply online by using the UW System electronic application at https://apply.wisconsin.edu.

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.

The School of Graduate Studies has the right to deny admission to a student based on the student’s prior academic standing at UW-Platteville or any other institution.

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 reenrant graduate students may register with the School of Graduate Studies after the class schedule is available. The registration form is available online at https://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=74901.

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 https://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 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 a total of 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 chair. A graduate student who wishes to enroll in more than 8 credits for the summer session or 12 credits for the fall/spring semesters will need the additional approval (beyond the advisor’s approval) of the dean of the School of Graduate Studies.

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

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

Class schedules are viewable online at https://passexpress.sis.uwplatt.edu/.

To contact the School of Graduate Studies call 608.342.1322, fax 608.342.1454, or email 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 $45 per course. Drop fees must be paid before the form is submitted to the School of Graduate Studies office.

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

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

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

INDEPENDENT STUDY
Students enrolling for independent study may obtain an independent study form online at https://www.uwplatt.edu/graduate-studies/special-class-activity. Forward the completed independent study form to your advisor for approval and if they approve the form they will forward it to the School of Graduate Studies for registration.

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 with the proper department to determine the maximum number of credits for an independent study in the subject area.

UNDERGRADUATE STUDENTS ENROLLED IN GRADUATE CLASSES
Junior undergraduate students are eligible to take graduate courses numbered 5000-6990 for graduate credit if:

• They have junior standing and are enrolled in a declared major as an undergraduate
• They have a university grade point average of 3.0 or higher
• They have a major grade point average of 3.0 or higher
• They have a grade point average of 3.0 or higher in all previous graduate coursework, if any
Grades

- They limit their total semester credit load to a maximum of 15 credits including graduate courses (a majority of the credits they take must be for undergraduate courses)
- They secure the approval of the Dean of the Division of Professional Studies

Undergraduate students shall register for the undergraduate courses through undergraduate registration procedures and for the graduate course through graduate registration procedures. In addition to meeting with their undergraduate advisor, students must meet with the graduate program advisor prior to enrollment in graduate level courses. Non UW-Platteville undergraduate students may be eligible to enroll in graduate level course work with special approvals from the Dean of the Division of Professional Studies.

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).

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

- They are eligible for admission to the graduate program in full standing (undergraduate grade point average must be 2.75 or higher)
- They have a grade point average of 3.0 or higher in all previous graduate coursework, if any.
- They limit their total credit load to a maximum of 15 credits including graduate courses. (A majority of the credits they take must be for undergraduate courses)
- They secure the approval of the Dean of the Division of Professional 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).

A maximum of 6 graduate credits may be transferred back to meet undergraduate degree requirements

Note: Only UW-Platteville graduate credits can be applied toward completion of an undergraduate degree.

The graduate registration form is available online at https://campus.uwplatt.edu/graduate-studies/registration-form. To enroll in online graduate courses please contact the Center for Distance Learning at disted@uwplatt.edu or 1-800-362-5460.

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 https://campus.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.

All credits attempted within a given program will be counted toward the GPA, even if credits for a particular course will not be counted toward program completion requirements.
To be eligible for graduation, students must have both an overall AND a program GPA of at least 3.0.

**GRADING SYSTEM**

All credits are recorded as semester hours.

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

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 https://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 $50 late fee. A $25 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
https://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.

- Unsubsidized Federal Direct (p. 15)
- 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 https://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 https://www.uwplatt.edu/financial-aid/grants.

VETERANS BENEFITS
https://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. 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, 2102 Ullsvik Hall. The graduate assistantship application form is available at https://www.uwplatt.edu/graduate-studies/financial-aid-opportunities. Only students who have been admitted to a graduate program and are carrying eight credits or more are eligible for assistantships. Students enrolled as “special” are ineligible.

Please note that final appointment to a graduate assistantship is contingent on a criminal history background check. We need consent to conduct a criminal history background check. At the time of offering a graduate assistantship, the student will be requested to complete and return a consent form. A form will be provided at that time. The consent form may also be printed off from webpage uwplatt.edu/system/files/CriminalHistoryBkgChk.pdf. Failure to return the consent form by the date indicated will result in the assistantship being offered to another individual. A completed application for graduate assistantship must be received in our office by April 1 of the academic year being applied for—example: fall 2017 and spring 2018 comprise the academic year of 2017–18.

School of Graduate Studies
2102 Ullsvik Hall
1 University Plaza
Platteville, Wisconsin 53818-3099
Phone: 608.342.1322
Fax: 608.342.1454
E-mail: gradstudies@uwplatt.edu

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 seven graduate degrees:

ON CAMPUS
- Master of Science in Education (https://www.uwplatt.edu/education/master-science-education)
  - Adult Education
  - Cross Categorical Special Education
  - Counseling
  - Educational Administration
  - Elementary Education
  - English Education (China)
  - Human Services
  - Middle School Education
  - Reading
  - Secondary Education
  - Teaching English to Speakers of Other Languages (TESOL)

ONLINE
- Master of Science in Criminal Justice
- Master of Science in Engineering
- Master of Science in Healthcare Administration
- 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 https://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 graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 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 an oral examination if they writing a thesis.
- 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, 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. 17)
• Thesis (p. 17)
• Seminar Paper (p. 18)

WRITING REQUIREMENT OPTIONS
GRADUATE PAPER STYLE AND FORMAT
The thesis or seminar paper project should follow one of three adopted manuals:

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

or any style approved by the major department.

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. 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).

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

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

RETAIKING EXAMINATIONS
Students who are unsuccessful in their oral 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.

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, 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
• In consultation with the program advisor, the student proposes a seminar paper and a seminar paper.
• Prepare a seminar paper proposal which should include 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 School of Graduate Studies office.
• Register for “Seminar Paper.”
• Prepare the seminar paper with regular meetings with the seminar paper.
• 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).

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 https://campus.uwplatt.edu/registrar/transcripts.

During the 2018-19 academic year when the Baraboo Sauk County and Richland campuses were being integrated with UW-Platteville, the official record continued to be a part of the former University of Wisconsin-Colleges transcript. Information regarding these transcripts and how to order is also found on the UW-Platteville transcript website.

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 https://campus.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 https://campus.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 https://www.uwplatt.edu/graduate-studies/graduation

GRADUATE PAPER
The completed thesis or seminar paper should be electronically deposited with the School of Graduate Studies.

DEGREE ASSESSMENT FEE
Before the end of the term in which the degree is to be granted, the student must pay the graduation fee 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 School of Graduate Studies office, Counseling Services, the student’s academic advisor, Residence Life office, Financial Aid office, Karrmann Library 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 School of Graduate Studies 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 School of Graduate Studies 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.

Students who are dismissed may be given the option of enrolling as a Special Student to enable continuation of coursework, if approved by the program coordinator. Once a cumulative GPA of 3.0 or higher is attained, the dismissed student becomes eligible to apply for readmission to the previously admitted program. Students will be reevaluated for admission, if a student is granted readmission, a maximum of 12 total credits earned during Special Student state (regardless of when earned during their academic career) may be accepted. Additionally, all credits earned prior to
dismissal in the given program may be accepted: however, the final three credits (or capstone/seminar/thesis) of the degree program may NOT be attempted until the student has been granted admission back into his or her program.

**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 Continuing Education Institute, 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. Face-to-face, online, or hybrid modalities are 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 Institute 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 https://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 dean of the School of Graduate Studies will make the final decision.

**DISCONTINUATION OF INACTIVE STUDENTS**

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

**INFORMATION SERVICES**

**ELTON S. KARRMANN LIBRARY**

https://campus.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!” (https://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. https://campus.uwplatt.edu/library/distance-education-students

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

TEACHING AND TECHNOLOGY CENTER
The purpose of the Teaching and Technology Center is to:

• advance the scholarship of teaching and learning at UW-Platteville
• provide training and support of technologies used by students and instructors in the process of teaching and learning
• identify resources and research results to showcase best practices in the area of teaching and learning technologies
• seek and share innovative and effective strategies to maximize the impact of current and future resources devoted to the enhancement of teaching and learning at UW-Platteville

INFORMATION TECHNOLOGY SERVICES
https://campus.uwplatt.edu/its

Information Technology Services provides for the communication, academic, adaptive, 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. ITS provides computer and classroom technology support, including video streaming for classes and an increasing number of collaborative spaces. ITS manages and maintains the Pioneer Administrative Software System (PASS). It is our goal that you will find your experiences working with or for ITS both educational and rewarding, now and in the future.

HELP DESK
The ITS Help Desk on the first floor of Karrmann Library is the first point of contact for faculty, staff, and students with campus technology problems and questions. In addition, the Help Desk provides limited fee-based services (http://campus.uwplatt.edu/resnet/what-does-resnet-do) to students.

Contact the ITS Help Desk at 608.342.1400 or helpdesk@uwplatt.edu or stop by during regular business hours. You may visit our website at https://campus.uwplatt.edu/help-desk or follow us on Facebook at https://www.facebook.com/UWPlattevilleITSHelpDesk.

EQUIPMENT CHECKOUT
The ITS Help Desk loans laptops, cameras, digital still cameras, video projectors, and a variety of audio recorders to students for a limited time.

GENERAL COMPUTER ACCESS LABS (GCA)
Located in the Markee Pioneer Student Center and Karrmann Library, GCA labs are available to all students from early morning to late night during the school term. Labs make available both PC and Macintosh systems, a variety of academic and productive software, and laser printers. The Virtual Bears Den allows students to access GCA software and their network drives from anywhere they have Internet access.

WIRELESS NETWORK
ITS manages the wireless network for the campus, providing access for wireless-enabled devices. All of the academic buildings and residence halls on campus have wireless access capabilities. Exterior coverage is being expanded.

CAMPUS WIRING INFRASTRUCTURE
Every residence hall room and every classroom building have the wiring necessary for complete network and Internet access. The ITS Help Desk provides support for residence hall network access.
INTERNET ACCESS
Each student receives a unique NetID and password that provides access to the UW-Platteville email, computer network, and many campus resources. Students may access the Internet in any lab, via wireless, or through a wired connection in the residence hall rooms.

CABLE TELEVISION SERVICES
Media Technology Services, a unit of ITS, provides support for the television cable system in the residence halls. Each student is required to bring their own COAX cable to plug into the jack in the wall. If you are having issues with picture clarity or sound, call the ITS Help Desk at 608.342.1400.

STUDENT TECHNOLOGY ADVISORY COMMITTEE
ITS advises the Student Technology Advisory Committee (STAC). STAC is charged with prioritizing and recommending projects for disbursement of the Student technology fee. The Student Technology Fee provides funds for increasing student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors. Call the ITS Help Desk at 608.342.1400 to volunteer to be part of this committee.

STUDENT EMPLOYMENT
Students play an important role in the operation of this service unit. ITS hires more than 60 students each semester. We offer great opportunities for our student workers to get involved and engaged on campus. We work closely with our employees to create a work schedule that is flexible and accommodating. With the wide variety of services that our department offers, no two shifts are ever the same!

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

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

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

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

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

- Stations (p. 24)
- Greenwood Avenue Market (p. 24)
- Pioneering Crossing (p. 24)
- Pioneer Haus (p. 24)
- Hickory and Main Corner Bistro (p. 24)
- Kristine’s Kafe (p. 24)

TEXTBOOKS
Textbook rental is not available for any masters programs.

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.
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.

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.
STUDENT ASSISTANCE SERVICES
CAREER AND PROFESSIONAL DEVELOPMENT OFFICE
https://campus.uwplatt.edu/cpdo
Location: 0200 Ullsvik Hall
Phone: 608.342.1183

The Career and Professional Development Office at the University of Wisconsin-Platteville connects the curricular and co-curricular experiences of students so that they can articulate their professional skills and abilities and use them to become accomplished professionals and engaged citizens. Through support and empowerment, students become active participants in their professional development. We prepare students to make informed decisions regarding their future by connecting there personal and professional aspirations to the interpersonal development, practical competence, and civic engagement that they acquire as students.

Services include:

• career exploration for any student through FOCUS 2
• assistance with résumé writing, cover letters, mock interviews, salary negotiation, professional dress and other elements of the career search process
• Pioneer Career Network (PCN)
• Fall/Spring Career Fairs
• Professional preparation programming
• campus interview opportunities for internships, co-ops and full-time positions
• conversations surrounding high impact practices

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
https://campus.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
https://campus.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
https://campus.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
https://campus.uwplatt.edu/doyle-center

Location: 136 Warner Hall
Phone: 608.342.1453

The Patricia A. Doyle Center for Gender and Sexuality serves as UW-Platteville’s central resource for programming, events, and support around the topic(s) of gender and sexuality. The Doyle Center is committed to creating an environment where folks of all identities receive equal opportunities and are empowered to utilize their talents and efforts to their fullest extent. The center provides all students, faculty, staff and the community with resources related to gender and sexuality such as books, magazines, journals and videos. The Doyle Center seeks to honor the contributions and experiences of all people regardless of their identity. Programming, fostering connections, providing resources and advocating for equitable situations all folks are the Doyle Center’s main activities. The Doyle Center also houses the Alliance office for the LGBTQ+ organization on campus. For more information, visit us at https://campus.uwplatt.edu/doyle-center, or e-mail doylecenter@uwplatt.edu.

MASTER OF SCIENCE IN EDUCATION

COLLEGE OF LIBERAL ARTS AND EDUCATION – SCHOOL OF EDUCATION

Director: Dr. Jennifer Collins
Email: collinsjen@uwplatt.edu
Office: 139 Doudna Hall
Telephone: 608.342.1131
Fax: 608.342.1133

COURSEWORK

All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student’s program planning form.

TEXTBOOKS AND MATERIALS

All programs require students to purchase their own books prior to the start of class. Textbook costs are not included in tuition and fees.
### COURSES REQUIRED OF ALL MASTER’S LEVEL STUDENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7830</td>
<td>Seminar Paper</td>
</tr>
<tr>
<td>TEACHING 7990</td>
<td>Thesis Research</td>
</tr>
</tbody>
</table>

### 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 developing in the areas of planning, school environment, instruction, and professionalism. This program also provides development for other helping professionals.

#### STUDENT LEARNING OUTCOMES

Graduates will:

1. Recognize the unique characteristics of learners and communities.
2. Be consumers and producers of research in their field.
3. Express and support their point of view in both verbal and written discourse.
4. Design and implement action based on data appropriate for specific populations.
5. Demonstrate ethics, leadership, and advocacy in their fields.

### PROGRAM PLAN - M.S.E.: ELEMENTARY, MIDDLE, OR SECONDARY EMPHASIS

#### GOAL STATEMENT

The goal of the Master of Science in Education is the development of an individual program based on professional development goals prepared by the student in consultation with the advisor. The goals statement is to identify the student’s present and future needs. These needs may range from strengthening one's background in professional or content areas to the completion of an extended license for teaching a particular group of learners. After the goal statement is developed, the advisor and the student prepare a tentative program of study specifying courses to be taken.

#### COURSEWORK

All emphasis programs consist of core courses and an area of knowledge. The credits must be included in the student's program planning form.

#### 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 the School of Education a final portfolio.

### PROGRAM PLAN - M.S.E. - READING EMPHASIS

#### WRITING PROFICIENCY

All degree candidates must demonstrate research and writing proficiency. Students must complete 30 credits of approved graduate coursework which includes a mandatory Research Procedures course and a mandatory thesis (3–6 credits) or seminar paper (2–3 credits).

#### GOAL STATEMENT

The goal of the Master of Science in Education is the development of an individual program 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.

#### COURSEWORK

The M.S.E. with an emphasis in Reading provides advanced study to develop and enhance skills in designing, delivering, and assessing educational programs for students in PreK-12 classrooms.

Students in the MSE-Reading complete 18 credits toward the 316 Reading Teacher Wisconsin DPI license and complete an additional 12 credits to complete the master's degree.

Pre-requisites for this emphasis: (2 years of successful classroom teaching.)

Students completing the MSE Reading can add 9 specific graduate credits to earn the 017 Reading Specialist Wisconsin license.
At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student’s program planning form.

### Course
<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Teacher (316): 18 credits</td>
<td></td>
</tr>
<tr>
<td>TEACHING 6830 Strategies for Effective Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7210 The PreK-12 Literacy Program</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7220 Introduction to Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7230 Practicum in Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7240 Juvenile Literature</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7250 Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>316 Portfolio – Teaching Standards (no credit)</td>
<td></td>
</tr>
<tr>
<td>Foundations of Reading Test (passing score)</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

### Course
<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Credits for MSE: 12 credits</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7000 Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7190 Educational Leadership and Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7830 Seminar Paper</td>
<td>3</td>
</tr>
<tr>
<td>Elective – 3 credits of associated, approved Graduate work</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

### Course
<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist (017): 9 credits</td>
<td></td>
</tr>
<tr>
<td>TEACHING 6150 Assessing Children with Disabilities (CWD)</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7520 Supervision and Administration of Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7880 Graduate Practicum in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>017 Portfolio – Tchg/Admin Standards (no credit)</td>
<td></td>
</tr>
<tr>
<td>Foundations of Reading Test (passing score)</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

1. Proof of 316 required.
2. Proof of MSE required.

### PROGRAM PLAN – M.S.E.-CROSS CATEGORICAL SPECIAL EDUCATION EMPHASIS

#### WRITING PROFICIENCY
All degree candidates must demonstrate research and writing proficiency. Students must complete 30 credits of approved graduate coursework which includes a mandatory Research Procedures course and a mandatory thesis (3–6 credits) or seminar paper (2–3 credits).

#### GOAL STATEMENT
The goal of the Master of Science in Education is the development of an individual program 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.

#### COURSEWORK
The M.S.E. with an emphasis in Cross Categorical provides advanced study to develop and enhance skills in designing, delivering, and assessing educational programs for certified teachers seeking licensure or MSE in Cross Categorical Special Education.

Students in the MSE-Cross Categorical Special Education complete 18 credits toward the 1801 Cross Categorical Special Education, 1810 Intellectual Disabilities, 1811 Specific Learning Disabilities, and 1830 Emotional Behavioral Disabilities Wisconsin DPI licenses and complete an additional 12 credits to complete the master's degree.

Pre-requisites for this emphasis: Prospective students must be licensed or "licenseable" teacher in the state of Wisconsin.

### Course
<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses leading to #801 Cross Categorical License -18 credits</td>
<td></td>
</tr>
<tr>
<td>TEACHING 6030 Management for Children with Disabilities (CWD)</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Proof of 316 required.
PROGRAM PLAN – M.S.E.-TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) EMPHASIS

WRITING PROFICIENCY

All degree candidates must demonstrate research and writing proficiency. Students must complete a mandatory thesis (3–6 credits) or seminar paper (2–3 credits) as part of the MSE-Teaching English to Speakers of Other Languages (TESOL) program.

PROGRAM PLAN

A student in the Master of Science in Education-TESOL program, in consultation with the advisor, develops an individual program plan based on the professional development goals. The advisor and the student prepare a tentative program of study specifying courses to be taken and at what pace the courses will be taken.

COURSEWORK

The M.S.E. with an emphasis in Teaching English to Speakers of Other Languages (TESOL) provides advanced study in meeting the educational needs of students in pre-K through 12th grade whose first language is not English.

Students seeking DPI English as a Second Language (ESL) license #395 have two options. One option is to complete 18 credits of graduate coursework to meet the requirements for the add-on ESL teaching license (#395). This option also requires students to complete an ESL practicum, pass a Praxis II exam, and create a portfolio for licensing.

The second option is to complete the licensing requirements plus complete an additional 12 credits (including Research Procedures, completion of an approved seminar paper, and six credits of electives) to earn the MSE-TESOL Emphasis degree. A total of 30 credits is required for the MSE degree.

At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student’s program planning form.

COURSE SCHEDULING

MSE-TESOL courses are offered on campus in Platteville in a face-to-face format at a variety of times.

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7650</td>
<td>Issues in ELL Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7660</td>
<td>Methods and Assessment of Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7670</td>
<td>Second Language Acquisition in K-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7680</td>
<td>Intercultural Communication for Teachers of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7690</td>
<td>Linguistics for Teachers of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7880</td>
<td>Graduate Practicum in Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

PRAXIS II TESOL Exam (5362)
Portfolio

Total Credits 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF SCIENCE IN EDUCATION: An additional 6 required credits plus 6 elective credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7830</td>
<td>Seminar Paper</td>
<td>3</td>
</tr>
<tr>
<td>Electives - Choose two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING 6030</td>
<td>Management for Children with Disabilities (CWD)</td>
<td></td>
</tr>
<tr>
<td>TEACHING 6830</td>
<td>Strategies for Effective Inclusion</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7190</td>
<td>Educational Leadership and Mentoring</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7210</td>
<td>The PreK-12 Literacy Program</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7220</td>
<td>Introduction to Reading Difficulties</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7240</td>
<td>Juvenile Literature</td>
<td></td>
</tr>
<tr>
<td>TEACHING 7250</td>
<td>Content Area Reading</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Please see attached Program Plan, below.

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

WRITING PROFICIENCY

All degree candidates must demonstrate research and writing proficiency. Students must complete 30 credits of approved graduate coursework including a mandatory Research Procedures course, plus a thesis (3–6 credits) or seminar paper (2–3 credits).

GOAL STATEMENT

The goal of the Master of Science in Education is the development of an individual program 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.

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.

The program consists of core courses and an area of knowledge. At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student’s program planning form.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7050</td>
<td>Public Relations in School and Community</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7130</td>
<td>Improving Instructional Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7440</td>
<td>Exploring Innovations in Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7500</td>
<td>Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7540</td>
<td>Program Planning for Adults</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7550</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7830</td>
<td>Seminar Paper</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7880</td>
<td>Graduate Practicum in Teaching</td>
<td>1-8</td>
</tr>
<tr>
<td>TEACHING 7980</td>
<td>Independent Study in Education</td>
<td>1-3</td>
</tr>
<tr>
<td>COUNSED 7080</td>
<td>Career Development and Information Services</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7140</td>
<td>Student Services in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>
PROGRAM PLAN – M.S.E.-COUNSELING EMPHASIS

WRITING PROFICIENCY
All degree candidates must demonstrate research and writing proficiency. Students must complete a mandatory thesis (3–6 credits) or seminar paper (2–3 credits) as part of the MSE-Counseling program.

GOAL STATEMENT
The goal of the Master of Science in Education is the development of an individual program 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 and at what pace the courses will be taken.

COURSEWORK
The M.S.E. with an emphasis in Counseling provides advanced study to develop proficiency in providing mental health counseling services.

Students working on the MSE-Counseling degree must complete a minimum of 35 specific credits of approved graduate coursework and graduates can apply for the Substance Abuse Counselor -In Training license through the Department of Safety and Professional Services (DSPS) of Wisconsin.

Those students who plan to apply for the Licensed Professional Counselor -In Training (LPC-IT) through the DSPS must complete specific coursework totaling 60 credits.

At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student’s program planning form.

COURSE SCHEDULING
This program is designed for busy, working adults! The MSE-Counseling courses are offered in a variety of formats and student should expect to complete coursework in both of these formats during their program. Four courses are face-to-face courses offered in locations across southern Wisconsin. Face-to-face courses are taught on Friday evenings and on Saturdays (4 weekends per 3 credit course).

The remainder of the courses are taught via webcam class meetings on weekday evenings with online activities between webcam meetings. The number of webcam meetings varies by course. Practicums/Internships provide wonderful, real-world experience and are a required part of the MSE-Counseling program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSED 6630</td>
<td>Orientation to Professional Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7070</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7240</td>
<td>Counseling Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7170</td>
<td>Advanced Techniques of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7420</td>
<td>Abnormal Behavior and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7200</td>
<td>Mental Health Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 6600</td>
<td>Assessment, Testing and Interviewing in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7500</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7510</td>
<td>Psychopharmacology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Seminar Paper or Thesis 1</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>COUNSED 7340</td>
<td>Practicum in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>35-36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSED 7230</td>
<td>Family, Marital and Partnership Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7080</td>
<td>Career Development and Information Services</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 6250</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7400</td>
<td>Crisis and Trauma Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7150</td>
<td>Foundations of Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 7190</td>
<td>Social and Cultural Foundations in Counseling and Education</td>
<td>3</td>
</tr>
</tbody>
</table>
**Program Plan - M.S.E.: Human Services Emphasis**

**Writing Proficiency**
All degree candidates must demonstrate research and writing proficiency. 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 mission of the UW-Platteville MSE program in Human Services is to provide high quality, accessible graduate education to students seeking careers in mental health counseling, substance abuse counseling, and human services.

**Coursework**
The learning needs of adults are unique due to career demands, family commitments, and life experiences which affect how they learn. The MSE - Human Services Program provides advanced study to prepare students for careers in mental health counseling, substance abuse counseling, and human services.

The emphasis is designed to meet the educational needs of master’s level human services professionals who need to earn a master’s degree to meet their career goals and/or licensing requirements through the Department of Safety and Professional Services (DSPS).

Students might prepare to apply for the Wisconsin licensing as a Substance Abuse Counselor-In-Training (SAC-IT) or Licensed Professional Counselor-In-Training (LPC-IT) by taking required coursework for those licenses. Sixty (specifically-defined) credits are required to apply for the LPC-IT. Please see a program advisor for details.

Our 33-credit program is pre-approved for the SAC-IT through the DSPS.

This program also offers an option to earn a master’s degree in Human Services without pursuing a counseling license.

**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.), in a variety of locations - Janesville, Milwaukee, Madison, Racine, and Platteville. Students may begin in the fall, spring or summer semesters.

Typical course offerings include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSEDA 6250</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 6600</td>
<td>Assessment, Testing and Interviewing in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 6630</td>
<td>Orientation to Professional Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7070</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7080</td>
<td>Career Development and Information Services</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7150</td>
<td>Foundations of Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7170</td>
<td>Advanced Techniques of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7190</td>
<td>Social and Cultural Foundations in Counseling and Education</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7200</td>
<td>Mental Health Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7230</td>
<td>Family, Marital and Partnership Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7240</td>
<td>Counseling Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7350</td>
<td>Internship in Mental Health Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7360</td>
<td>Internship in Mental Health Counseling II</td>
<td>3-6</td>
</tr>
<tr>
<td>COUNSEDA 7420</td>
<td>Abnormal Behavior and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7500</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNSEDA 7980</td>
<td>Independent Study in Counseling</td>
<td>1-3</td>
</tr>
</tbody>
</table>
PROGRAM PLAN - M.S.E.: ENGLISH EDUCATION (CHINA) EMPHASIS

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 7250</td>
<td>Literature for TESOL Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 5000</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 5260</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7150</td>
<td>Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL)</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 5050</td>
<td>Academic Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7130</td>
<td>Improving Instructional Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 7670</td>
<td>Methods of Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 7260</td>
<td>Sociolinguistics and Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7830</td>
<td>Seminar Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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)

Any person who has a specific assignment to teach reading must hold a Reading Teacher license. Teachers who have successfully completed the Reading Teacher (316) Licensure program will acquire the background and knowledge to work with all learners, especially readers who have problems at different levels.
LICENSURE
To qualify for this program, an educator needs to have two years of successful classroom teaching. Candidates will need to pass an in-person interview prior to acceptance in the program to discuss the requirements, dispositions, and program plan.

Upon successful completion of all courses, approved licensure portfolio and passing score on the Foundations of Reading Test, teachers will be recommended to the Wisconsin Department of Public Instruction for licensure. Practicum experiences in teaching reading are completed at both the elementary/middle and middle/secondary.

THE UNIVERSITY OF WISCONSIN-PLATTEVILLE APPROVED PROGRAM REQUIRES THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 6830</td>
<td>Strategies for Effective Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7210</td>
<td>The PreK-12 Literacy Program</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7220</td>
<td>Introduction to Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7230</td>
<td>Practicum in Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7240</td>
<td>Juvenile Literature</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7250</td>
<td>Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, complete the following courses to obtain a master of science degree.

- TCHG 7000 Research Procedures
- TCHG 7190 Educational Leadership and Mentoring
- TCHG 7830 Seminar Paper
- Elective of 3 credits pre-approved by program advisor

READING SPECIALIST (17 LICENSE)
Any person who directs pre-K-12 reading programs, works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading must hold a Reading Specialist license. Teachers who have successfully completed this program will acquire the background and knowledge to work with all learners, especially readers who have problems at different levels and also to direct and supervise instructional programs at a school or district level.

To qualify for the Reading Specialist program, an educator must hold a Wisconsin Reading Teacher (316) license, have two years of successful regular classroom teaching, and hold a master's degree with a major emphasis in reading or a 30 credit (at least) program equivalent to the Master of Science Education degree.

LICENSURE
Upon successful completion of all courses, approved licensure portfolio and passing score on the Foundations of Reading Test, teachers will be recommended to the Wisconsin Department of Public Instruction for licensure.

REQUIRED COURSES (IN ADDITION TO THE READING 316 COURSES)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 6150</td>
<td>Assessing Children with Disabilities (CWD)</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7520</td>
<td>Supervision and Administration of Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7880</td>
<td>Graduate Practicum in Teaching</td>
<td>1-8</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7340</td>
<td>Educational Administration Introduction Seminar</td>
<td>2</td>
</tr>
<tr>
<td>TEACHING 7350</td>
<td>Educational Administration Relationships</td>
<td>4</td>
</tr>
<tr>
<td>TEACHING 7360</td>
<td>Educational Administration Student Learning</td>
<td>4</td>
</tr>
</tbody>
</table>
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, which includes emotional behavior disabilities (830), intellectual disabilities (810), and specific learning disabilities (811) licenses. 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 6030</td>
<td>Management for Children with Disabilities (CWD)</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 6150</td>
<td>Assessing Children with Disabilities (CWD)</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 6830</td>
<td>Strategies for Effective Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7220</td>
<td>Introduction to Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7620</td>
<td>Special Education: Legal and Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7960</td>
<td>Cross-Categorical Special Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

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, submit passing Praxis ESL content test scores prior to registering for the practicum, and submit a licensure portfolio upon completion of the program. The ESL endorsement matches the primary license.

REQUIRED GRADUATE COURSES IN THE ESL TEACHER LICENSURE PROGRAM INCLUDE:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 7000</td>
<td>Research Procedures</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7650</td>
<td>Issues in ELL Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7660</td>
<td>Methods and Assessment of Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7670</td>
<td>Second Language Acquisition in K12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7690</td>
<td>Linguistics for Teachers of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 7880</td>
<td>Graduate Practicum in Teaching</td>
<td>3-6</td>
</tr>
</tbody>
</table>

In addition, teachers can add on the Bilingual/Bicultural Education (023) at the MC-EA, EA-A or EC-A levels in taking two additional courses:

- TCHG 7710 Bilingual Education
- TCHG 7700 Field Experience I Cultural Diversity and have a Language Proficiency Assessment

COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Industries</td>
<td>AGINDUS</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>AGSCI</td>
</tr>
<tr>
<td>Art</td>
<td>ART</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOLOGY</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BUSADMIN</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>Computer Science</td>
<td>COMPUTER</td>
</tr>
<tr>
<td>Counseling Education</td>
<td>COUNSEDC</td>
</tr>
</tbody>
</table>
Courses

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.

Components: Seminar

AGINDUS 7980 Independent Study in Agriculture 1-4 Credits
The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the 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. 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.

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

Components: Thesis Research

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 student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.

Components: Seminar

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students who register for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

Components: Independent Study

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

Components: Thesis Research

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 student’s advisor and the dean of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for Independent Study in Art must submit at or before registration a detailed description of the coursework signed by the instructor conducting the independent study of the subject to be covered. Independent Study in Art may not be used for collecting information for the seminar paper.

Components: Independent Study
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

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar

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

BUSINESS ADMINISTRATION (BUSADMIN)

BUSADMIN 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

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
Prereqs/Coreqs: Not in BUSADMIN 3030

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
Prereqs/Coreqs: P BUSADMIN 3030 or consent of instructor

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
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: WOMGENDR 5340

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

BUSADMIN 5530 Organizational Behavior 3 Credits
Organization, in and of themselves, do not behave, the people within them do. This course will give students a comprehensive view of organizational theory and behavior by studying individual and group behaviors and how these interrelate with the organization's structure, systems, and goals.
Components: Class

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

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

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
Prereqs/Coreqs: P BUSADMIN 3620 (BUSADMIN 5620)

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

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

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
BUSDADMIN 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

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

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

BUSDADMIN 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

BUSDADMIN 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

BUSDADMIN 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

BUSDADMIN 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

CHEMISTRY (CHEMISTRY)

CHEMISTRY 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

CHEMISTRY 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

CHEMISTRY 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
CHEMISTRY 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 CHEMISTRY 4630.
Components: Class

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

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

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

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

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

COMPUTER 5870 Web Protocols, Technologies and Applications 3 Credits
The course will introduce the students to Protocols and Technologies in Web applications. 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. JavaScript and C# will also be employed.
Components: Class

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

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

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
COMPUTER 7120 Software Project I 2 Credits
Participation in a semester-long, group software development group project, typically at the student's home university. Software engineering techniques and principles will be applied in the development of the project. P: COMPUTER 2630 and SOFTWARE 2730.
Components: Class

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

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

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

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

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

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

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

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

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
In this course, students will examine the philosophical and historical bases for a variety of prominent counseling theories. Critical analysis of the processes and issues associated with counseling theories will be encouraged throughout the course. Students will use current research and knowledge of counseling practices to begin to develop their own personal, theoretical framework for approaching the practices of counseling.

Components: Class

COUNSELED 6250 Group Counseling 3 Credits
In this course, students will examine group development and group counseling theory. Students will explore group dynamics and will practice structured and developmental group counseling methods at basic and advanced levels. Group participation and group leadership styles will be explored while students practice facilitation of problem-solving skill development to foster client wellness.

Components: Class

COUNSELED 6600 Assessment, Testing and Interviewing in Counseling 3 Credits
This course provides a broad understanding of theories and approaches to group and individual appraisal in counseling. Methods of data collection, ethical issues, validity and reliability in testing, statistical analysis, and factors that may influence the testing process will be explored. Socio-cultural considerations and considerations for individuals with special needs related to assessment and evaluation will be examined. Students will identify common appraisal instruments for specific purposes, explore administration procedures, practice interpretation of results, and identify limitations of results for appraisal instruments used in counseling.

Components: Class

COUNSELED 6630 Orientation to Professional Counseling 3 Credits
This introductory course provides students with an overview of the field of professional counseling including an examination of the various roles and functions of professional counselors. Historical and philosophical perspectives will be explored and current and future trends in the profession will be examined. The varying roles and functions of the professional counselor as a member of a mental health care team are identified and the relationships of counselors with members of human service organizations and integrated behavioral health care systems are examined. Federal, state, and local laws governing preparation for professional licensing are introduced. Ethical standards of the American Counseling Association, laws regulating the counseling profession, and professional behavioral expectations are emphasized throughout the course. Attention will also be given to the challenges of vicarious trauma, burnout, and compassion fatigue; and resiliency for the helping professional will be highlighted throughout the course.

Components: Class

COUNSELED 7070 Theories of Counseling and Psychotherapy 3 Credits
In this course, students will examine the philosophical and historical bases for a variety of prominent counseling theories. Critical analysis of the processes and issues associated with counseling theories will be encouraged throughout the course. Students will use current research and knowledge of counseling practices to begin to develop their own personal, theoretical framework for approaching the practices of counseling.

Components: Class
COUNSED 7080 Career Development and Information Services 3 Credits
In this course, students will prepare to provide career development and information services as counselors and educators. Career development theory and practice will be examined within social, familial, cultural, and developmental contexts, and the process of career and leisure planning will be conceptualized holistically as an essential component in the lifelong pursuit of well-being. Students will examine important resources such as career interest assessments; occupation, education, and labor market information; and information regarding variations in educational opportunities. Career development program planning and program evaluation will be explored as students learn to support others in career and leisure decision-making through effective guidance, education, information, and counseling services.
Components: Class

COUNSED 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

COUNSED 7140 Student Services in Higher Education 3 Credits
This course provides a comprehensive examination of the function of student services in institutions of higher education. Practical and theoretical perspectives will be explored as students develop an appreciation for the need and the potential impact of student services, resources, and programming on student success. Course content will include historical and philosophical foundations of student affairs and leadership, management and organizational issues, and essential skills and professional development in building an equitable organization. The synthesis of theory and practice will be emphasized throughout the course.
Components: Class

COUNSED 7150 Foundations of Clinical Mental Health Counseling 3 Credits
In this course, students will gain an understanding of the historical emergence of the field of mental health counseling and its evolution over time. Students will examine foundational and emerging theories of change and models of wellness. Studies will include the development of the principles of the mental health counseling field over time, including prevention, intervention, consultation, education, advocacy and the development of applicable networks that promote mental health and well-being. Students will gain an appreciation for the socio-cultural and ethical considerations that are central to the work of clinical mental health professionals today.
Components: Class

COUNSED 7170 Advanced Techniques of Counseling and Psychotherapy 3 Credits
This course provides a broad understanding of the helping processes which include the use of basic and advanced helping skills to facilitate change. Students are provided opportunities to expand, implement, and refine counseling and consultation skills through application of various counseling approaches. Students will develop an increased understanding of their role in the change process and will be encouraged to participate in personal and professional development activities as an ongoing process. Counseling processes, ethical considerations, theoretical applications, and considerations for counseling a diverse population will be emphasized throughout this course.
Components: Class

COUNSED 7190 Social and Cultural Foundations in Counseling and Education 3 Credits
This course will provide a broad examination of the sociocultural issues associated with living and working in a multicultural society. Societal changes and trends, changing human roles, formation of societal subgroups, evolutions in social expectations, and historical interaction patterns will be examined. Students will be challenged to examine their own paradigms and identify the complexities of their own cultural identity. Issues such as cultural social justice, advocacy, conflict resolution and supported cultural behaviors that promote optimal wellness and growth of the human spirit, mind, or body are examined. The role of counselor and educator in eliminating biases, prejudices, intentional and unintentional oppression, and discrimination will be emphasized.
Components: Class

COUNSED 7200 Mental Health Diagnosis and Treatment Planning 3 Credits
This graduate-level, practical course focuses on the information-gathering process required to make an appropriate mental health diagnosis and the considerations needed to create an appropriate treatment plan for children, adolescents, and adults with mental health disorders. Students will use a comprehensive approach to identify the strengths and needs of clients in clinical mental health settings and then create appropriate treatment plans utilizing evidence-based practices. Students will determine the level of treatment necessary, set goals, identify signs of progress or decompensation, and evaluate suicidality. Relevant documentation for various clinical settings will be covered including psychosocial and other intake assessments, treatment goals, treatment plan updates, and discharge planning. Students will be expected to demonstrate awareness of, and sensitivity to, relevant cultural factors that might affect professional decision-making in a clinical mental health setting.
Components: Class
COUNSED 7230 Family, Marital and Partnership Counseling 3 Credits
In this course, students will become familiar with family, marital, and partnership counseling concepts. Systems theories, philosophy, and the dynamics of family and system interactions are examined. Assessment and interventions of dysfunctional systems, including family, marital, and partner systems or ecosystem relationships, are explored. Multicultural considerations and professional ethics are emphasized throughout this course.
Components: Class

COUNSED 7240 Counseling Across the Lifespan 3 Credits
This graduate level course provides a broad understanding of the nature and needs of individuals at all developmental levels. Normal and abnormal development for each life stage and developmental level will be examined within social and cultural contexts. Students will be exposed to theories of personality; individual and family development and transitions; and learning theory. Students will carefully examine theories and resources for facilitating optimal development and wellness across the lifespan.
Components: Class

COUNSED 7250 Practicum in Student Services in Higher Education 1-6 Credits
This course focuses on enhancement of the educational experience through placement with a student services provider where the student will complete a practicum under the supervision of a site supervisor and a university supervisor. Students might participate in varied aspects of student services work during this practicum experience. Students should expect to agree to and pay for a background check and drug test if required. Students should expect to submit disposition endorsements as required. Program coordinator’s approval is required. This is a variable credit course for 1-6 credits and can be repeated for credit once with coordinator’s approval. (50 hrs= 1 credit, 100 hrs=2 credits, 150 hrs= 3 credits).
Components: Practicum

COUNSED 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) successfully completed Practicum I.
Components: Practicum

COUNSED 7340 Practicum in Mental Health Counseling 3 Credits
This course focuses on enhancement of the educational experience through placement with a mental health provider where the student will provide individual, group, and family counseling under the supervision of a site supervisor and a university supervisor. Students will participate in all facets of mental health counseling services including assessment, diagnosis, treatment planning, counseling, and documentation. Ethical and legal considerations will be emphasized throughout the experience. Students are required to participate in 100 hours of service with a minimum of 40 of those hours spent in face-to-face client contact. At least one hour per week of supervision by the site supervisor is required, and an average of 1.5 hours of weekly supervision with the university supervisor will be scheduled. Readings and other assignments will be required. Students may be asked to agree to and pay for a background check and drug test if required by the practicum supervisor. Students should expect to submit disposition endorsements as required.
Components: Practicum

COUNSED 7350 Internship in Mental Health Counseling I 3 Credits
This course focuses on enhancement of the educational experience through placement with a mental health provider where the student will provide individual, group, and family counseling under the supervision of a site supervisor and a university supervisor. Students will participate in all facets of mental health counseling services including assessment, diagnosis, treatment planning, counseling, and documentation. Ethical and legal considerations will be emphasized throughout the experience. Students are required to participate in 120 hours of service with a minimum of 80 of those hours spent in face-to-face client contact. At least one hour per week of supervision by the site supervisor is required, and supervision with the university supervisor will be scheduled. Readings and other assignments will be required. Students may be asked to agree to and pay for a background check and drug test if required by the internship supervisor. Students should expect to submit disposition endorsements as required.
Components: Practicum

COUNSED 7360 Internship in Mental Health Counseling II 3-6 Credits
This course focuses on enhancement of the educational experience through placement with a mental health provider where the student will provide individual, group, and family counseling under the supervision of a site supervisor and a university supervisor. Students will participate in all facets of mental health counseling services including assessment, diagnosis, treatment planning, counseling, and documentation. Ethical and legal considerations will be emphasized throughout the experience. Students are required to participate in 120 hours of service with a minimum of 80 of those hours spent in face-to-face client contact. At least one hour per week of supervision by the site supervisor is required, and supervision with the university supervisor will be scheduled. Readings and other assignments will be required. Students may be asked to agree to and pay for a background check and drug test if required by the internship supervisor. Students should expect to submit disposition endorsements as required.
Components: Practicum
COUNSED 7400 Crisis and Trauma Counseling 3 Credits
In this course, students will examine the immediate, short-term, and long-term impact that crises and trauma might have on children, adolescents and adults. Counseling approaches that effectively address crises and trauma will be explored. Potential associated neurobiological responses to crisis and trauma will be explored and clinical implications will be identified. Skills and techniques for assessing and intervening in specific crisis and trauma situations will be developed, including suicide assessment and intervention. Legal, ethical, and cultural considerations will be emphasized throughout the course.
Components: Class

COUNSED 7420 Abnormal Behavior and Psychopathology 3 Credits
This course includes an introduction to the major concepts and theories of psychopathology and the various methods of assessment and diagnosis for children, adolescents, and adults with mental and personality disorders. Students will learn to use the Diagnostic and Statistical Manual of Mental Disorders (DSM) system and other considerations to determine diagnoses. Various perspectives on emotional and personal distress, social-cultural factors, and client strength and resilience will be explored as part of the diagnostic process, while the benefits and risks of diagnosis will be examined.
Components: Class

COUNSED 7500 Addictions Counseling 3 Credits
The course provides an overview of addiction - including an examination of the addiction development process. Effective treatment, recovery and addiction prevention approaches are explored. A variety of problematic behaviors including substance use, gambling, shopping and other addictive and process disorders are examined. The impact of addiction on self and others at various developmental stages is also explored and sociocultural considerations are highlighted throughout this course.
Components: Class

COUNSED 7510 Psychopharmacology for Counselors 3 Credits
In this course, students will become familiar with the primary neurotransmitter systems, their distribution, and effects on the brain and body. Students will also become familiar with the effects of both recreational and psychotropic drugs and approaches for use of pharmaceutical interventions in the psychiatric treatment of mental disorders. Behavioral and molecular neuropharmacology and the challenges of withdrawal from substances of potential abuse will be examined. Related issues such as addiction and illegal distribution of substances will be examined holistically as to the effects on individual wellness, family systems, and larger societal systems.
Components: Class

COUNSED 7590 Practicum in Substance Abuse Counseling 1-6 Credits
This course focuses on enhancement of the educational experience through placement with a substance abuse counseling provider where the student will provide counseling services under the supervision of a site supervisor and a university supervisor. Students will participate in all aspects of substance abuse counseling services including assessment, diagnosis, treatment planning, counseling, case management, consultation, and documentation. Ethical and legal considerations will be emphasized throughout the experience. Program coordinator’s approval is required. This is a variable credit course for 1-6 credits and can be repeated for credit once with coordinator’s approval. (50 hrs. = 1 credit, 100 hrs. = 2 credits, 150 hrs. = 3 credits, etc.) Students should expect to agree to and pay for a background check and drug test if required. Students should expect to submit disposition endorsements as required.
Components: Practicum

COUNSED 7700 Practicum in Human Services 1-6 Credits
This course focuses on enhancement of the educational experience through placement with a human services provider where the student will complete a practicum under the supervision of a site supervisor and a university supervisor. Students might participate in varied aspects of human services work during this practicum experience. This course can be taken for 1-6 credits and can be taken more than once with coordinator’s approval. (50 hrs. = 1 credit, 100 hrs. = 2 credits, 150 hrs. = 3 credits) Students should expect to agree to and pay for a background check and drug test if required. Students should expect to submit disposition endorsements as required.
Components: Practicum

COUNSED 7920 Seminar Paper Research 2 Credits
In consultation with an advisor, students will identify one or more research questions and will conduct a significant literature review to answer the question(s). Students will evaluate and synthesize the research, formulate conclusions, and make recommendations related to the research question(s) based on the literature review. Students will demonstrate the ability to organize information, present evidence, and support conclusions as they complete an approved seminar paper.
Components: Seminar

COUNSED 7980 Independent Study in Counseling 1-3 Credits
The total amount of credit allowed for independent studies may not exceed three credits except with the special permission of the program coordinator and the graduate director. Approval must be secured before independent study courses are begun. Students who register for independent study must submit at or before registration, descriptions of the subjects to be covered. These descriptions must be signed by the instructor overseeing the independent study. Independent study may not be used for collecting information for seminar papers or theses.
Components: Independent Study
COUNSED 7990 Thesis Research 3-4 Credits
In consultation with the thesis chair/advisor and additional committee members, students will identify one or more research questions, complete a significant literature review, and design and conduct an approved, original research study to answer the research question(s). Students will evaluate and synthesize the research findings, formulate conclusions, and make recommendations related to the research question(s). As they complete an approved thesis and successfully answer questions during the oral examination by thesis committee members, students will demonstrate the ability to organize information, evaluate the integrity of research methodology, present evidence, and support conclusions.

Components: Thesis Research

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

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

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

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

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

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

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

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

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

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
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

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

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

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

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

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

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 1880's 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 1990's.
Components: Class

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

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.
Components: Class
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 student's educational experience, and as a bridge to the student’s future in the criminal justice field. (All master's programs: contact advisor for prior approval and registration instructions.)
Components: Seminar
Prereqs/Coreqs: P: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230 and CRIMLJUS 7330

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

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 student’s traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The final report must describe and summarize the project in detail; wherever feasible, graphics, figures, data, and equations are to be included. (Contact advisor for prior approval and registration instructions.)
Components: Independent Study

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 student’s area of emphasis, and must be approved by a thesis committee. (All master's programs: contact advisor for prior approval and registration instructions.)
Components: Thesis Research
Prereqs/Coreqs: P: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230 and CRIMLJUS 7330

ECONOMICS (ECONOMIC)
ECONOMIC 6940 Special Problems 1-4 Credits
Supervised reading on selected economic problems.
Components: Independent Study

ENGLISH (ENGLISH)
ENGLISH 5000 Technical Writing 3 Credits
Technical description and explanation, job applications, business correspondence, and reports suited to one's major (e.g., a criminal or safety investigation, feasibility study, or grant proposal); oral presentations; technical editing. Emphasis on clarity, conciseness, precision, and effective communication with lay audiences and management. P: ENGLISH 1130 and ENGLISH 1230. Every Fall and Spring.
Components: Class

ENGLISH 5050 Academic Oral Communication 3 Credits
This course is designed to help graduate students become more confident and competent in academic oral communication by preparing them for a range of oral academic genres, such as lectures, presentations, class discussions, and group discussions, as well as equipping them with skills and strategies needed for oral communication in academic situations.
Components: Class

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

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
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

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

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

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

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

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

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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 student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.
Components: Seminar
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 student's ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master's degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A and M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.

Components: Thesis Research

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

ETHNSTDY 5720 Ethnic Rights and Politics 3 Credits
(Offered under ETHNSTDY 5720 AND POLISC 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

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 student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar

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
GEOGRAPHY 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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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

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

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

HHP 6020 Psychology of Coaching 2 Credits
The principles and techniques applicable to coaching interschool activities.
Components: Class

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

HHP 6330 Organization, Administration, and Curriculum of Physical Education and Health 3 Credits
The Physical Education Teaching candidate will evaluate, critique, research, justify, and create a K-12 Health or Physical Education scope and sequence that will contain education goals to meet specific standards, course schedule, budget, and evaluation tools that will demonstrate the students’ knowledge, skills, and understanding of the educational system.
Components: Class

HHP 6430 Current Issues in Health and Physical Education 1-3 Credits
Study of current topics in health and physical education.
Components: Class
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

HHP 6960 Independent Study in Physical Education 1-3 Credits
The amount of graduate credit applied toward a master's degree may not exceed a total of four credits except with the special permission of the student's advisor, the program head, and the 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/independentsudy.html. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master's degree at the University of Wisconsin-Platteville.
Components: Independent Study

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

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar

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

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

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
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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.

Components: Seminar

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 student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.

Components: Independent Study

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

Components: Thesis Research

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

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

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

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

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
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

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 student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.
Components: Seminar

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 student’s advisor and the graduate dean. Approval must be secured from the department faculty member before independent study courses are begun by completing a form secured from the department. This form must include a description of the subject to be covered and must be submitted before registration will be approved. Signatures of the advisor and the instructor are necessary. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

MEDIA STUDIES (MEDIA)

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

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
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 student’s advisor and the dean of the School of Graduate Studies. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar
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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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

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
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 student's ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University's Karrmann Library.
Components: Seminar

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

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

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

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

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

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

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
POLISCI 7980 Independent Study in Political Science 1-4 Credits
The amount of graduate credit applied toward a master’s degree may not exceed a total of four credits except with the special permission of the student’s advisor, the program head, and the 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/ independentsudy.html. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master’s degree at the University of Wisconsin-Platteville.
Components: Independent Study

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

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

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

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

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

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

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

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
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

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

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

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

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 student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student’s graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.
Components: Seminar

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

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

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
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

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

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

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

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 student’s ability to survey a field of knowledge and assemble, organize, evaluate, interpret, and present evidence in a logical and intelligent manner. Although the seminar paper or educational project may originate from work done in connection with one of the student's graduate courses and be based upon a term paper or course project, it must be more comprehensive and complete in coverage and treatment. In consultation with the program advisor, the student proposes a seminar paper or educational project and a seminar paper or educational project advisor. An approved seminar paper or educational project proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. The seminar paper or educational project advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.
Components: Seminar

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 student’s advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study
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 student’s ability to use techniques customarily employed in the particular field of investigation. Although a thesis for the master’s degree may not always be expected to make a significant contribution to existing knowledge, it should be a scholarly document that is accurate, verifiable, objective, and impartial. In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member, and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of admission. An approved thesis proposal must be submitted and approved prior to registration. There is a website with useful links to guide the graduate student in grammar, style, evaluating web resources, and formats. (Thesis students will find the Texas A and M link useful for formatting procedures and other technical assistance.) The thesis advisor will provide guidance regarding the site. The site may be accessed through the University’s Karrmann Library.

Components: Thesis Research

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

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

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

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

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

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

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

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

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
TEACHING 6420 Oral Language and Emergent Literacy 3 Credits
Consider 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

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

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

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

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

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

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

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

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

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

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
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 People’s Republic of China. It includes Oral Language and Emergent Literacy topics, plus content on the theories of second language acquisition that are part of most TESOL programs and usually taught within the context of acquiring oral language.
Components: Class

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

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

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

TEACHING 7210 The PreK-12 Literacy Program 3 Credits
The PreK-12 Literacy Program considers a well-rounded reading program; development of basic language and literacy abilities and skills; improvement of attitudes and tastes; and adjustment of materials and methods to individual needs.
Components: Class

TEACHING 7220 Introduction to Reading Difficulties 3 Credits
Provides strategies for teaching skills to children who read one or two grade levels below expectation, as evidenced by data collection to determine specific instructional needs. Identification of struggling readers, selection, application, and evaluation of materials and techniques appropriate to individual differentiation are included.
Components: Class

TEACHING 7230 Practicum in Reading Difficulties 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: Practicum
Prereqs/Coreqs: P Teaching 7220

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

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

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
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

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

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

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

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

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

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

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

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
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: Practicum

TEACHING 7440 Exploring Innovations in Education 3 Credits
In this course, learners will explore the impact and value of recent innovations in education. The changing face of technology, development models, regulations, and ethical, sociocultural and political perspectives will be surveyed. Students will examine innovative teaching methods and modalities and how these can affect the planning for and facilitation of learning. How learning takes place most effectively when using alternative and flexible learning options will be questioned. Innovations in supportive technology for students with special needs, new ideas in learning space design, and trends in training and education (at various levels) will also be explored.

Components: Class

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

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

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

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

TEACHING 7500 Topics in Education 3 Credits
Examines current, critical issues on the state, national, and international levels; service course in education.

Components: Class

TEACHING 7520 Supervision and Administration of Reading Programs 3 Credits
Examines the organization, administration, supervision, and improvement of school-wide reading programs.

Components: Class

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

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
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

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

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

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

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

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

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

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

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
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: Field Studies

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

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

TEACHING 7730 Braille Code and Communication I 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

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

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

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

TEACHING 7770 Braille Code and Communication II 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

TEACHING 7830 Seminar Paper 3 Credits
In consultation with an advisor, students will identify one or more research questions and will conduct a significant literature review to answer the question(s). Students will evaluate and synthesize the research, formulate conclusions, and make recommendations related to the research question(s) based on the literature review. Students will demonstrate the ability to organize information, present evidence, and support conclusions as they complete an approved seminar paper.
Components: Seminar
Prereqs/Coreqs: P: TEACHING 7000

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: Practicum
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: Practicum

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

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 student's advisor, the Director of the School of Education and the Dean of The School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration a description of the subject to be covered. This description must be signed by the instructor conducting the independent study, the department chairperson, the Dean of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

TEACHING 7990 Thesis Research 3-6 Credits
In consultation with the thesis chair/advisor and additional committee members, students will identify one or more research questions, complete a significant literature review, and design and conduct an approved, original research study to answer the research question(s). Students will evaluate and synthesize the research findings, formulate conclusions, and make recommendations related to the research question(s). As they complete an approved thesis and successfully answer questions during the oral examination by thesis committee members, students will demonstrate the ability to organize information, evaluate the integrity of research methodology, present evidence, and support conclusions.
Components: Thesis Research
Prereqs/Coreqs: P TEACHING 7000

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 student's advisor and the graduate dean. Approval must be secured before independent study courses are begun. Students registering for independent study must submit at or before registration a description signed by the instructor conducting the independent study of the subject to be covered. Independent study may not be used for collecting information for the seminar paper.
Components: Independent Study

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

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
WOMGENDR 7980 Independent Study in Women and Gender Studies 1-3 Credits
The amount of graduate credit applied toward a master’s degree may not exceed a total of four credits except with the special permission of the student’s advisor, the program head, and the 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/independentsudy.html. A student may register for more than the maximum number of independent study credits allowed by a subject area. However, the student may only apply the maximum number of independent study credits allowed by a subject area toward a master’s degree at the University of Wisconsin-Platteville.
Components: Independent Study

GLOSSARY
A DEFINITION PRIMER FOR UNIVERSITY STUDENTS
The following terms are used on a daily basis in describing academics and situations surrounding those we serve.

ACADEMIC YEAR
The period from September 1 to August 31 beginning with the fall semester (September to December), winterim (January), spring semester (January to May) and summer (May to August) in which classes are in session.

ADD AND DROP
This is a process designed for the purpose of changing a course schedule.

ADVISING
The process of providing a student with the most complete, current information related to university academics.

AUDIT
A type of course enrollment where a student chooses not to earn credit. Enrollment is contingent upon instructor approval.

BACHELOR’S DEGREE
The degree received after completing a specific program of undergraduate study as well as the completion of all graduation requirements including a minimum of 120 credits.

CERTIFICATION
The recognition by an outside organization of fulfillment of requirements to meet a professional standard.

CLASSIFICATION
A measurement of academic achievement based on the number of credit hours earned.

COLLEGE/SCHOOL/DEPARTMENT
The university is comprised of three colleges, three schools and academic departments. Generally speaking, colleges, schools and departments are the administrative units responsible for the fiscal and academic concerns of the university. The chancellor is the chief executive officer of the university, the provost is the head of academic affairs, academic deans are the administrative heads of their respective colleges and department chairs/directors are the administrative heads of their respective areas.

CO-REQUISITE
A course that must be taken at the same time as another course.

CREDIT HOUR
A credit hour represents one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week in an academic semester or an equivalent amount of work for other academic activities as established by the university including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

CREDIT LOAD
The number of credits a student carries during a semester or session.

DEAN
A university administrator, usually a member of the faculty, who serves as the administrative head of a college.
DISMISSAL
To be excluded from the university as a penalty for failure to meet academic or behavioral standards. The term suspension is also used to describe a dismissal.

EMPHASIS
A designated group of courses within a degree program that provides students increased exposure directed toward their major area of study.

FULL TIME STUDENT
A graduate student enrolling for at least 9 credits during the fall and spring semester. Summer session students are considered full time with 6 semester credits.

GRADE POINT
The numerical value given to letter grades. At University of Wisconsin-Platteville, a 4.00 plus/minus system is used wherein an “A” has a numeric value of 4.00, a “B” has a 3.00 value, etc.

GRADE POINT AVERAGE
Grade points are multiplied by the number of credits in the course. The G.P.A. is determined by dividing the total grade points by the total credit hours attempted.

GRANT
Financial assistance that does not have to be repaid.

INCOMPLETE
The grade assigned when the student is temporarily unable to complete course requirements because of unusual circumstances. The student must complete all work and assignments necessary to complete the class requirements within the time period designated by their instructor not to exceed six months. Unless a grade of incomplete is changed by the instructor, the temporary grade will lapse and be recorded as an “F.”

INDEPENDENT STUDY
A course designed by a student and an instructor which is generally taken outside the “normal” classroom setting.

INTERNSHIP
Supervised work in a company or agency related to a student’s degree program and career plans. An internship is usually taken for academic credit and occasionally for remuneration.

MASTER’S DEGREE
The degree received after completing a specific program of graduate study as well as the completion of all graduation requirements.

MATRICULATE
Students who have matriculated have been officially admitted to the university as degree-seeking students and enroll in classes.

MAJOR
A planned program of academic study chosen as a field of specialization leading to a master’s degree. This term is often used interchangeably with program plan.

PIONEER PASSPORT
The University of Wisconsin-Platteville identification card is called the Pioneer Passport. This card functions as the meal access card for dining services if a student is participating in a meal plan.

PRACTICUM
Supervised work experience related to a program of study.

PREREQUISITE
A course or experience that must be successfully completed before enrollment in a designated course.

PROGRAM PLAN
A planned and approved program of study leading to a master’s degree.
**REPEAT**
The most recent grade is used regardless of whether it is higher or lower than the previous grade. If the repeat results in the grade of “F” and the student had previously earned a grade higher than “F,” the “F” replaces the grade in the calculation of the grade point average, and the student loses the credits since no credits are granted when a grade of “F” is earned.

**REENTRY**
An enrollment procedure for students who were previously enrolled at University of Wisconsin-Platteville, left for a time period, and wish to continue their studies.

**REGISTRATION**
The process of being advised, selecting courses appropriate to the student’s academic goals, and officially establishing a course load and schedule sanctioned by the advisor.

**RESERVE**
When a book is on reserve, it means that the book cannot be removed from the “reserve room” or may be borrowed only for a short period of time. This process is usually done when the library has only a few copies of the book and it is required reading for a particular class.

**SEMESTER/SESSION**
A unit of time, generally 16 weeks in duration. University of Wisconsin-Platteville has two semesters (fall and spring), and a summer session which is twelve weeks.

**SPECIAL STUDENT**
A student who has not matriculated as a degree-seeking student.

**STUDENT CONDUCT CODE**
Chapter 14: This is the state statute that governs student academic misconduct at the university. It describes academic misconduct, provides sanctions for those who are found to have engaged in academic misconduct and describes the disciplinary process.

Chapter 17: This is the state statute that governs student conduct at the university. It specifies conduct which is prohibited, provides sanctions for those who are found to have violated the code and describes the disciplinary process.

Chapter 18: This is the state statute that governs student conduct on university grounds. It describes misconduct and provides sanctions for those who are found to have engaged in misconduct on university land.

**TEACHING MAJOR**
A state Department of Public Instruction approved program for teacher certification for teaching at the elementary, middle or secondary school level.

**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 https://www.uwplatt.edu/phonebook.

*Platteville Area Code 608*

<table>
<thead>
<tr>
<th>Department Name and Address</th>
<th>Email Address</th>
<th>Phone No.</th>
<th>Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Campus-Based</td>
<td><a href="mailto:gradstudies@uwplatt.edu">gradstudies@uwplatt.edu</a></td>
<td>342.1322</td>
<td>342.1454</td>
</tr>
<tr>
<td>Admission, Online</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Alumni Services, 1500 Ullsvik Hall</td>
<td><a href="mailto:alumni@uwplatt.edu">alumni@uwplatt.edu</a></td>
<td>342.1181</td>
<td>342.1196</td>
</tr>
<tr>
<td>Campus Police, 134 Brigham Hall</td>
<td><a href="mailto:police@uwplatt.edu">police@uwplatt.edu</a></td>
<td>342.1584</td>
<td>342.1641</td>
</tr>
<tr>
<td>Career and Professional Development Office, 0200 Ullsvik Hall</td>
<td><a href="mailto:cpdo@uwplatt.edu">cpdo@uwplatt.edu</a></td>
<td>342.1183</td>
<td>342.1172</td>
</tr>
<tr>
<td>Cashier’s Office, 236 Brigham Hall</td>
<td><a href="mailto:cashieroff@uwplatt.edu">cashieroff@uwplatt.edu</a></td>
<td>342.1211</td>
<td>342.1236</td>
</tr>
<tr>
<td>Center for Distance Learning, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Chancellor’s Office, 2500 Ullsvik Hall</td>
<td><a href="mailto:shieldsd@uwplatt.edu">shieldsd@uwplatt.edu</a></td>
<td>342.1234</td>
<td>342.1270</td>
</tr>
<tr>
<td>College of Business, Industry, Life Science and Agriculture, Dean, 152 Pioneer Tower</td>
<td><a href="mailto:bilsa@uwplatt.edu">bilsa@uwplatt.edu</a></td>
<td>342.1547</td>
<td>342.1254</td>
</tr>
<tr>
<td>Department</td>
<td>Contact Information</td>
<td>Phone 1</td>
<td>Phone 2</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>College of Engineering, Mathematics, and Science, Dean, 100 Ottensman Hall</td>
<td><a href="mailto:emsdeansoffice@uwplatt.edu">emsdeansoffice@uwplatt.edu</a></td>
<td>342.1561</td>
<td>342.1566</td>
</tr>
<tr>
<td>College of Liberal Arts and Education, Dean, 160 Gardner Hall</td>
<td><a href="mailto:lae@uwplatt.edu">lae@uwplatt.edu</a></td>
<td>342.1151</td>
<td>342.1409</td>
</tr>
<tr>
<td>Computer Science Master’s Program, 213 Ullrich Hall</td>
<td><a href="mailto:csse@uwplatt.edu">csse@uwplatt.edu</a></td>
<td>342.1418</td>
<td>342.1965</td>
</tr>
<tr>
<td>Continuing Education Institute, 2100 Ullsvik Hall</td>
<td><a href="mailto:continuing@uwplatt.edu">continuing@uwplatt.edu</a></td>
<td>342.1314</td>
<td>342.1454</td>
</tr>
<tr>
<td>Counseling Services, 220 Royce Hall</td>
<td><a href="mailto:dalsing@uwplatt.edu">dalsing@uwplatt.edu</a></td>
<td>342.1865</td>
<td>342.1863</td>
</tr>
<tr>
<td>Criminal Justice Master’s Program, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Dean of School of Graduate Studies, 2100 Ullsvik Hall</td>
<td><a href="mailto:gradstudies@uwplatt.edu">gradstudies@uwplatt.edu</a></td>
<td>342.1262</td>
<td>342.1270</td>
</tr>
<tr>
<td>Education/On Campus MSE Program, 134 Doudna Hall</td>
<td><a href="mailto:barracld@uwplatt.edu">barracld@uwplatt.edu</a></td>
<td>342.1131</td>
<td>342.1133</td>
</tr>
<tr>
<td>Education/On Campus MSE Adult Education Program</td>
<td><a href="mailto:krebsbyrneaa@uwplatt.edu">krebsbyrneaa@uwplatt.edu</a></td>
<td>608.235.7966</td>
<td>342.1889</td>
</tr>
<tr>
<td>Engineering Master’s Program, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Financial Aid, 204 Brigham Hall</td>
<td><a href="mailto:finaid@uwplatt.edu">finaid@uwplatt.edu</a></td>
<td>342.1836</td>
<td>342.1281</td>
</tr>
<tr>
<td>Health Services, 216 Royce Hall</td>
<td><a href="mailto:uwpshs@uwplatt.edu">uwpshs@uwplatt.edu</a></td>
<td>342.1891</td>
<td>342.1028</td>
</tr>
<tr>
<td>Residence Life, 120 Royce Hall</td>
<td><a href="mailto:reslife@uwplatt.edu">reslife@uwplatt.edu</a></td>
<td>342.1845</td>
<td>342.1847</td>
</tr>
<tr>
<td>Information Technology, 416 Karrmann Library</td>
<td><a href="mailto:heldesk@uwplatt.edu">heldesk@uwplatt.edu</a></td>
<td>342.1421</td>
<td>342.1427</td>
</tr>
<tr>
<td>Integrated Supply Chain Management Master’s Program, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Karrmann Library, Reference/Information Main Floor Karrmann Library</td>
<td><a href="mailto:reference@uwplatt.edu">reference@uwplatt.edu</a></td>
<td>342.1668</td>
<td>342.1645</td>
</tr>
<tr>
<td>Multicultural Student Affairs, 131 Warner Hall</td>
<td><a href="mailto:omsa@uwplatt.edu">omsa@uwplatt.edu</a></td>
<td>342.1555</td>
<td>342.1508</td>
</tr>
<tr>
<td>Organizational Change Leadership Master’s Program, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Project Management Master’s Program, 2100 Ullsvik Hall</td>
<td><a href="mailto:disted@uwplatt.edu">disted@uwplatt.edu</a></td>
<td>342.1468</td>
<td>342.1071</td>
</tr>
<tr>
<td>Provost and Vice Chancellor, 2500 Ullsvik Hall</td>
<td><a href="mailto:wilsonj@uwplatt.edu">wilsonj@uwplatt.edu</a></td>
<td>342.1261</td>
<td>342.1270</td>
</tr>
<tr>
<td>Registrar’s Office, 101 Brigham Hall</td>
<td><a href="mailto:registrar@uwplatt.edu">registrar@uwplatt.edu</a></td>
<td>342.1321</td>
<td>342.1389</td>
</tr>
<tr>
<td>School of Education, 139 Doudna Hall</td>
<td><a href="mailto:education@uwplatt.edu">education@uwplatt.edu</a></td>
<td>342.1131</td>
<td>342.1133</td>
</tr>
<tr>
<td>School of Graduate Studies, 2102 Ullsvik Hall</td>
<td><a href="mailto:gradstudies@uwplatt.edu">gradstudies@uwplatt.edu</a></td>
<td>342.1322</td>
<td>342.1454</td>
</tr>
<tr>
<td>Textbook Center, 029 Doudna Hall</td>
<td><a href="mailto:textbookctr@uwplatt.edu">textbookctr@uwplatt.edu</a></td>
<td>342.1265</td>
<td>342.1189</td>
</tr>
</tbody>
</table>
GRADUATE-DISTANCE LEARNING

ABOUT THIS CATALOG
The UW-Platteville online catalog represents the most accurate reflection of curricula and policies available up to the time of publication. All students matriculating at the university follow the guidelines and academic requirements espoused by this document, unless they are interrupted by time away from the institution. Students follow the requirements of the catalog in effect at the point of admission.

Individual departments make announcements concerning changes in degree requirements. Students should remain in contact with their advisors to keep informed about their degree requirements and any possible changes that should occur.

As a reminder, this catalog is not a contract, but represents announcements of general information, general academic regulations and the university's academic programs extent at the date of publication. Questions concerning the catalog may be directed to your advisor, Center for Distance Learning, or the Registrar's Office.

GENERAL INFORMATION

CENTER FOR DISTANCE LEARNING
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
FAX: 608.342.1454
Website: https://campus.uwplatt.edu/distance-education

ONLINE MASTER OF SCIENCE DEGREES
No campus visits are required for the six online Master of Science degrees.

- Criminal Justice
- Engineering
- Healthcare Administration
- 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.

For detailed course information and availability, tuition rates, and registration instructions, visit the distance education student resources website (https://campus.uwplatt.edu/distance-education/student-resources).

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY
https://campus.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 (https://www.hlcommission.org) – 800.621.7440
  
  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://catalog.uwplatt.edu/distance-learning/earning-online-masters-degree/%20https://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 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 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 THE CENTER FOR DISTANCE LEARNING

A PIONEER IN DISTANCE EDUCATION AND ONLINE LEARNING

University of Wisconsin-Platteville’s distance education program began in 1978 as a print-based correspondence program, offering a single bachelor’s degree in business administration. Three years later, its first graduating class numbered just five. Living up to the Pioneer name, in 1999 UW-Platteville became the first public university in Wisconsin to deliver an entire degree online, a master’s degree in project management. That same year, the University founded the Center for Distance Learning to support the growing population of online students. The first 13 graduates celebrated their commencement in 2001.

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 https://campus.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 Center for Distance Learning.
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 https://campus.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:

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

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

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

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

Applications will not be processed until all application requirements have been received. All transcripts become the property of UW-Platteville and will remain on file at the university.

The Graduate School has the right to deny admission to a student based on the student’s prior academic standing at UW-Platteville or any other institution.

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. 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 (bachelor’s 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 dean of the School of Graduate Studies. Each program determines the number of credits contained in its trial enrollment period, up to nine credits of graduate course work. After a student has completed the minimum (as specified by their program area), the faculty in the program area recommend that the student’s status be changed to full standing, 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 (non-degree seeking). 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.

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 Center for Distance Learning 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. (ECE) or World Education Services (WES) 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.  
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. Provide an official translated copy of the official transcript. (Neither UW-Platteville, WES, nor ECE provide translation services.)

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 80 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 subscore 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 (https://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 (https://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 (https://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.

International students may request a waiver of the English proficiency 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:

Laura Schieltz
Admissions Specialist
University of Wisconsin-Platteville
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 dean 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.

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 dean 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 his or her 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 eight credits during summer sessions or twelve 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 dean of the School of Graduate Studies.

A graduate student who wants to take more than eight credits for the summer session or twelve credits for the fall/spring semesters will need the additional approval (beyond the advisor’s approval) of the dean of the School of Graduate Studies.

Note: If a graduate student does not have an assigned graduate advisor but is attending as a special (non-degree seeking) student, the dean of the School of Graduate Studies’ approval replaces the advisor’s approval.
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 Center for Distance Learning Drop/Refund policy, deadlines, and fees, visit https://campus.uwplatt.edu/distance-education/withdraw-drop.

INDEPENDENT STUDY
Students enrolling for independent study should contact their advisor for specific enrollment instructions. 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
Junior undergraduate students are eligible to take graduate courses numbered 5000-6990 for graduate credit if:

- They have junior standing and are enrolled in a declared major as an undergraduate
- They have a university grade point average of 3.0 or higher
- They have a major grade point average of 3.0 or higher
- They have a grade point average of 3.0 or higher in all previous graduate coursework, if any
- They limit their total semester credit load to a maximum of 15 credits including graduate courses (a majority of the credits they take must be for undergraduate courses)
- They secure the approval of the Dean of the Division of Professional Studies

Undergraduate students shall register for the undergraduate courses through undergraduate registration procedures and for the graduate course through graduate registration procedures. In addition to meeting with their undergraduate advisor, students must meet with the graduate program advisor prior to enrollment in graduate level courses. Non UW-Platteville undergraduate students may be eligible to enroll in graduate level coursework with special approvals from the Dean of the Division of Professional Studies.

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).

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

- They are eligible for admission to the graduate program in full standing (undergraduate grade point average must be 2.75 or higher)
- They have a grade point average of 3.0 or higher in all previous graduate coursework, if any.
- They limit their total credit load to a maximum of 15 credits including graduate courses. (A majority of the credits they take must be for undergraduate courses)
- They secure the approval of the Dean of the Division of Professional 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 under-graduate plateau (12–18 credits) and undergraduate classes do not count toward the graduate plateau (9–12 credits).

A maximum of 6 graduate credits may be transferred back to meet undergraduate degree requirements

Note: Only UW-Platteville graduate credits can be applied toward completion of an undergraduate degree.

The graduate registration form is available online at https://campus.uwplatt.edu/graduate-studies/registration-form. To enroll in online graduate courses please contact the Center for Distance Learning at disted@uwplatt.edu or 1-800-362-5460.

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 https://campus.uwplatt.edu/graduate-studies/registration-form.

**GRADES**

**GRADE POINT AVERAGE**

Graduate students must maintain a minimum 3.0 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.

All credits attempted within a given program will be counted toward the GPA, even if credits for a particular course will not be counted toward program completion requirements.

To be eligible for graduation, students must have both an overall AND a program GPA of at least 3.0.

**GRADING SYSTEM**

All credits are recorded as semester hours.

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

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

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 specific information related to tuition refer to the Center for Distance Learning Tuition (https://campus.uwplatt.edu/distance-education/tuition).

Tuition deadlines are published on the academic calendar (https://campus.uwplatt.edu/distance-education/calendars). Payment plans that extend into the semester are not available.

TEXTBOOKS
Textbook information (https://campus.uwplatt.edu/distance-education/textbooks) 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
Financial aid (https://campus.uwplatt.edu/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 (https://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
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 students who are regular degree seeking students enrolled at least half-time (5 or more credits for graduate and 6 or more credits for undergraduate). 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 (https://www.fafsa.ed.gov).

For information about loan eligibility, please visit the financial aid website (https://campus.uwplatt.edu/financial-aid).

VETERANS BENEFITS
Veterans benefits (https://campus.uwplatt.edu/non-traditional-and-veterans/veterans) are available to students who are eligible for educational entitlement from the Veterans Administration or from the Wisconsin Department of Veterans Affairs. Students should contact the certifying official in 322 Royce Hall, 608.342.7351.
REFUNDS
There are variations of a refund period. Visit the Academic Calendar (https://campus.uwplatt.edu/distance-education/calendars) for specific refund dates. To learn more about how refunds are processed, visit the Center for Distance learning Refund Policy (https://campus.uwplatt.edu/distance-education/droprefund-policies) page.

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 graduate courses that are not cross-listed with undergraduate courses, and at least 15 of those credits must be earned at the 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. 85)

WRITING REQUIREMENT OPTIONS

GRADUATE PAPER STYLE AND FORMAT
The thesis or seminar paper project should follow one of three adopted manuals:

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

or any style approved by the major department.

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

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

ORAL EXAMINATIONS
Oral examinations are required of all students who choose the option of writing a thesis. In consultation with their thesis advisors, students shall arrange an examination date. The thesis committee shall conduct the oral examination, with the thesis advisor serving as chair.
EVALUATION OF ORAL EXAMINATIONS
The oral examination will be a defense of the student’s thesis. The thesis advisor will submit the committee’s evaluation, in writing, to the distance learning office. The distance learning office shall inform students of their performances.

CHECKLIST FOR COMPLETION OF THE MASTER’S THESIS

- In consultation with the program advisor, the student proposes a committee of three faculty members. The committee normally includes the thesis advisor, one additional major department member and one faculty member from another department. In some instances, a student may prefer a thesis advisor who is different from the program advisor assigned at the time of 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 Center for Distance Learning.
- 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 Center for Distance Learning.
- 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 https://campus.uwplatt.edu/registrar/transcripts.

During the 2018-19 academic year when the Baraboo Sauk County and Richland campuses were being integrated with UW-Platteville, the official record continued to be a part of the former University of Wisconsin-Colleges transcript. Information regarding these transcripts and how to order is also found on the UW-Platteville transcript website.

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 https://campus.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 https://campus.uwplatt.edu/dean-students/student-conduct.

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. To withdraw from the university, students need to contact their advisor.
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.

Students who are dismissed may be given the option of enrolling as a Special Student to enable continuation of coursework, if approved by the program coordinator. Once a cumulative GPA of 3.0 or higher is attained, the dismissed student becomes eligible to apply for readmission to the previously admitted program. Students will be reevaluated for admission, if a student is granted readmission, a maximum of 12 total credits earned during Special Student state (regardless of when earned during their academic career) may be accepted. Additionally, all credits earned prior to dismissal in the given program may be accepted; however, the final three credits (or capstone/seminar/thesis) of the degree program may NOT be attempted until the student has been granted admission back into his or her program.

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 REQUIREMENTS
You will earn your degree by successfully completing the requirements for your program

To learn more about the process of applying for graduation and commencement information please visit the Center for Distance Learning webpage for graduation procedures (https://campus.uwplatt.edu/distance-education/bachelors-program-graduation).

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

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

STUDENT AND TECHNOLOGY SERVICES
KARRMANN LIBRARY
The Karrmann Library (https://campus.uwplatt.edu/library/distance-education-students) 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 visit Ask a Librarian (https://campus.uwplatt.edu/library/ask-librarian).

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

Accommodations are determined by trained Services for Students with Disabilities staff through your documentation of a disability and an interview process. UW-Platteville provides reasonable accommodations that are individualized and based on the nature of the disability and academic environment. The purpose of academic accommodations is not to ensure success, but to provide access and equal opportunity.
To apply for services or access services, please visit Services for Students with Disabilities (https://campus.uwplatt.edu/disability).
HELP DESK
Contact the Center for Distance Learning Help Desk (https://campus.uwplatt.edu/distance-education/technical-support) at 877.854.3083 or 608.342.1303, or email at DistEdSupport@uwplatt.edu, for assistance with:

- Accessing your online courses and campus resources such as Karrmann Library (https://campus.uwplatt.edu/library)
- Accessing PASS and your Student Center
- Your UW-Platteville NetID (username)/password
- Questions about using Canvas

CAREER AND PROFESSIONAL DEVELOPMENT OFFICE
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: https://uwplatt.joinhandshake.com/login

The new Alumni Career Services Program provides alumni flexibility in utilizing career services provided through the Career and Professional Development Office 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: https://campus.uwplatt.edu/cpdo.

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

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

If there are any problems or questions about the Pioneer Career Network system, résumés, or interviewing, don’t hesitate to contact the Career and Professional Development Office.

Career and Professional Development Office
Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone: 608.342.1183
Fax: 608.342.1172
Email: cpdo@uwplatt.edu
Website: https://campus.uwplatt.edu/cpdo

MASTER OF SCIENCE IN CRIMINAL JUSTICE
Cheryl Banachowski-Fuller, Professor, and Program Coordinator
Master of Science in Criminal Justice
Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone: 608.342.1652
Fax: 608.342.1986
Email: criminaljstc@uwplatt.edu
Website: https://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 Dean of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements. Extensions may be granted for extenuating circumstances.

SPECIAL STUDENTS

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

CURRICULUM

The Master of Science in 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMLJUS 7030</td>
<td>CRIMINAL JUSTICE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7130</td>
<td>Criminal Justice Research and Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>or CRIMLJUS 7730</td>
<td>Evaluation and Program Analysis in the Criminal Justice System</td>
<td></td>
</tr>
<tr>
<td>CRIMLJUS 7230</td>
<td>Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7330</td>
<td>Law as Social Control</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7920</td>
<td>Seminar Paper Research</td>
<td>3</td>
</tr>
<tr>
<td>or CRIMLJUS 7990</td>
<td>Thesis Research</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses
Select 15 credits of the following:1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMLJUS 6030</td>
<td>Criminal Law</td>
<td>15</td>
</tr>
</tbody>
</table>
1 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 Center for Distance Learning within one year upon completion of the final course of the certificate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMLJUS 7310</td>
<td>Perspectives on Child Maltreatment and Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7430</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7880</td>
<td>Criminal Justice Internship (CAST Internship)</td>
<td>3</td>
</tr>
<tr>
<td>CRIMLJUS 7980</td>
<td>Independent Study in Criminal Justice (CAST Project)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9
Master of Science in Engineering
Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone: 608.342.1686
Fax: 608.342.1566
Email: engineering@uwplatt.edu
Website: https://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 dean 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 who have earned a bachelor’s degree from a nationally or regionally accredited institution recognized by the Council for Higher Education Accreditation may register as a Special Student. Students will receive academic credit for courses taken while on this status. Students can be considered for admission into a degree program if they maintain a 3.00 grade point average in all graduate-level work and all other admission requirements are met. With the program area advisor’s approval, students may transfer up to 12 credits earned at UW-Platteville into a degree program. All graduate-level work will be included in computing a student’s GPA.

CURRICULUM
The Master of Science in 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 https://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

Select one course from each of the following areas:

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 5030</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>ENGRG 6050</td>
<td>Applied Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Applications:</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7030</td>
<td>Simulation Modeling of Engineering Systems</td>
</tr>
<tr>
<td>ENGRG 7070</td>
<td>Optimization with Engineering Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Communications:</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 5000</td>
<td>Engineering Communications</td>
</tr>
<tr>
<td>ENGRG 7800</td>
<td>Engineering Management</td>
</tr>
</tbody>
</table>

### Section B: Technical Emphasis Course

Select one of the Technical Emphasis areas below:

### Section C: Elective Courses

Select 9 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7930</td>
<td>Special Topics in Engineering</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7980</td>
<td>Independent Study in Engineering</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7010</td>
<td>Project Management Techniques I</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7020</td>
<td>Project Management Techniques II</td>
<td></td>
</tr>
<tr>
<td>ISCM 7100/BUSADMIN 6100</td>
<td>International Supply Chain Management</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 30-39**

1. 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7030</td>
<td>Simulation Modeling of Engineering Systems</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7070</td>
<td>Optimization with Engineering Applications</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7510</td>
<td>Design of Experiments</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7520</td>
<td>Design for Manufacturability</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7530</td>
<td>Design for Usability</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7540</td>
<td>Advanced Finite Element Method</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7550</td>
<td>Product Design and Development</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7560</td>
<td>Sustainability in Engineering Design and Manufacturing</td>
<td></td>
</tr>
</tbody>
</table>

#### APPLICATIONS IN ENGINEERING MANAGEMENT

Select 9 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7810</td>
<td>Advanced Production and Operations Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7820</td>
<td>Quality Engineering and Management</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7830</td>
<td>Advanced Cost and Value Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7840</td>
<td>Systems Engineering Management</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7850</td>
<td>Taguchi Method of Designing Experiments</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7860</td>
<td>Continuous Improvement With Lean Principles</td>
<td></td>
</tr>
</tbody>
</table>
CONTROL SYSTEMS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7310</td>
<td>Control Systems Engineering I</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7320</td>
<td>Control Systems Engineering II</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7340</td>
<td>Digital Control Systems</td>
<td></td>
</tr>
</tbody>
</table>

Select 9 credits of the following:

STRUCTURAL/GEOTECHNICAL ENGINEERING

The Structural/Geotechnical emphasis may be completed by selecting ENGRG 5030 to complete the mathematics requirement, then taking:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7540</td>
<td>Advanced Finite Element Method (or an equivalent course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least 15 credits of the following: ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 6230</td>
<td>Structural Steel Design with LRFD (Str)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7220</td>
<td>Dynamics of Structures (Str)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7260</td>
<td>Advanced Shallow Foundation Design with LRFD Applications (Geo)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7270</td>
<td>Advanced Deep Foundation Design with LRFD Applications (Geo)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7280</td>
<td>Geosynthetics Engineering (Geo)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7290</td>
<td>Earth Retaining Structures: Design, Analysis and LRFD (Geo)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

¹ 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7800</td>
<td>Engineering Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 6050</td>
<td>Applied Statistics</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7810</td>
<td>Advanced Production and Operations Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7820</td>
<td>Quality Engineering and Management</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7830</td>
<td>Advanced Cost and Value Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7840</td>
<td>Systems Engineering Management</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7850</td>
<td>Taguchi Method of Designing Experiments (Prereq: ENGRG 6050 Applied Statistics)</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7860</td>
<td>Continuous Improvement With Lean Principles</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7010</td>
<td>Project Management Techniques I</td>
<td>3</td>
</tr>
</tbody>
</table>

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:
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 6230</td>
<td>Structural Steel Design with LRFD</td>
<td>3</td>
</tr>
<tr>
<td>ENGRG 7220</td>
<td>Dynamics of Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7260</td>
<td>Advanced Shallow Foundation Design with LRFD Applications</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7270</td>
<td>Advanced Deep Foundation Design with LRFD Applications</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7280</td>
<td>Geosynthetics Engineering</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7290</td>
<td>Earth Retaining Structures: Design, Analysis and LRFD</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7520</td>
<td>Design for Manufacturability</td>
<td>3</td>
</tr>
<tr>
<td>ENGRG 7550</td>
<td>Product Design and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7310</td>
<td>Control Systems Engineering I</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7510</td>
<td>Design of Experiments</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7530</td>
<td>Design for Usability</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7540</td>
<td>Advanced Finite Element Method</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7560</td>
<td>Sustainability in Engineering Design and Manufacturing</td>
<td></td>
</tr>
<tr>
<td>ENGRG 7840</td>
<td>Systems Engineering Management</td>
<td></td>
</tr>
</tbody>
</table>

MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION

Dr. Musa Ayar, Academic Director

Master of Science in Healthcare Administration

Address: University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone: 608.355.5287
Email: ayarm@uwplatt.edu
Website: https://healthcareadministration.wisconsin.edu/
STATEMENT OF PURPOSE
The University of Wisconsin Master of Science in Healthcare Administration (http://healthcareadministration.wisconsin.edu) program prepares patient-care professionals, hospital administration, or current management professionals to help accomplish the triple aim of improving access to care, impacting the quality of care, and reducing the overall cost of care in a variety of settings.

STUDENT LEARNING OUTCOMES
Graduates will:

• Demonstrate professional communication and interpersonal skills appropriate for a healthcare setting
• Demonstrate strategic leadership and decision-making skills necessary in healthcare
• Evaluate operational performance across diverse healthcare organizations
• Develop strategies to recruit, train, and retain an effective healthcare workforce
• Evaluate financial strategies and techniques to meet healthcare organizational needs and goals

INTRODUCTION
The program is fully online and designed to provide a foundation for entry and advancement for professionals who are seeking management positions in the healthcare industry. The program’s multidisciplinary curriculum balances theory with real-world applications relevant to the current field and draws primarily from the following academic disciplines: healthcare, public health, information technology, business and communications. The M.S. in Healthcare Administration represents a fully online degree geared toward working professionals seeking to obtain advanced-level competencies in the areas of healthcare leadership, management, marketing, communications, law and policy, and quality and performance improvement.

ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION
Admission to the Master of Science in Healthcare Administration requires:

• Prerequisite coursework in Elementary Statistics, Medical Terminology, and Oral Communication or Speech
• Employment résumé
• Two letters of recommendation
• A personal statement of not more than 1000 words

Admission exams, such as the GRE or the GMAT, are not required.

To be eligible for admission in full standing, a student must have an overall undergraduate grade point average of 3.00. Students who do not qualify for admission in full standing may be admitted on a trial enrollment justified by the admitting department and approved by the dean of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the other collaborative degree-granting institutions offering this program. 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.

HEALTHCARE ADMINISTRATION DEGREE REQUIREMENTS
You’ll earn your degree by successfully completing 37 graduate credits. All courses listed are three credits unless otherwise stated. Graduate credits in which a grade lower than a “C” has been earned will not be counted toward a degree in Healthcare Administration; however, these lower grades will be reflected in the student’s grade point average.
CURRICULUM
The Master of Science in Healthcare Administration is earned upon the successful completion of 37 credit hours. All courses are three credits unless otherwise noted.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 7000</td>
<td>U.S. Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7050</td>
<td>Population Health and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7100</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7150</td>
<td>Healthcare Technology, Data Analytics, and Information Governance</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7200</td>
<td>Healthcare Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7300</td>
<td>Human Capital Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7400</td>
<td>Healthcare Operations and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7500</td>
<td>Healthcare Quality and Performance Management</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7600</td>
<td>Health Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7700</td>
<td>Organization Development and Strategic Leadership in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7800</td>
<td>Communicating Current and Emerging Topics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 7890</td>
<td>Capstone Preparation</td>
<td>1</td>
</tr>
<tr>
<td>HCA 7900</td>
<td>Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

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: https://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 dean of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. 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 https://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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td>BUSADMIN 6100</td>
<td>Supply Chain Management (prerequisite to ISCM 7100)</td>
<td></td>
</tr>
<tr>
<td>ISCM 7100</td>
<td>International Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td><strong>Core Competencies</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Analysis:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGRG 7820</td>
<td>Quality Engineering and Management</td>
<td></td>
</tr>
<tr>
<td>Purchasing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSADMIN 6160</td>
<td>Purchasing Management</td>
<td></td>
</tr>
<tr>
<td>Management:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCL 7330</td>
<td>Organizational Change Leadership: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Operations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTDY 6950</td>
<td>Production Planning and Control</td>
<td></td>
</tr>
<tr>
<td>Logistics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISCM 7500</td>
<td>Supply Chain Logistics</td>
<td></td>
</tr>
<tr>
<td>Customer Relations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISCM 7700</td>
<td>Customer Relationship Management</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Requirement</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one Capstone course to be taken the last semester:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISCM 7840</td>
<td>Integrated Supply Chain Management Capstone</td>
<td></td>
</tr>
<tr>
<td>ISCM 7920</td>
<td>Seminar Paper Research</td>
<td></td>
</tr>
</tbody>
</table>
ISCM 7990  Thesis Research

### Areas of Emphasis

Select a minimum of 6 credits in a chosen Area of Emphasis. 

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 6050</td>
<td>Applied Statistics</td>
</tr>
<tr>
<td>ENGRG 7030</td>
<td>Simulation Modeling of Engineering Systems</td>
</tr>
<tr>
<td>ENGRG 7070</td>
<td>Optimization with Engineering Applications</td>
</tr>
<tr>
<td>ENGRG 7510</td>
<td>Design of Experiments</td>
</tr>
<tr>
<td>ENGRG 7850</td>
<td>Taguchi Method of Designing Experiments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSADMIN 7110</td>
<td>Management Decision Analysis</td>
</tr>
<tr>
<td>BUSADMIN 7540</td>
<td>Advanced Quality Management</td>
</tr>
<tr>
<td>ENGRG 5000</td>
<td>Engineering Communications</td>
</tr>
<tr>
<td>ENGRG 7800</td>
<td>Engineering Management</td>
</tr>
<tr>
<td>INDUSTDY 7000</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>PHLSPHY 7530</td>
<td>Business Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purchasing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCM 7610</td>
<td>Outsourcing</td>
</tr>
<tr>
<td>PROJMGT 7050</td>
<td>Project Procurement Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGRG 7520</td>
<td>Design for Manufacturability</td>
</tr>
<tr>
<td>ENGRG 7550</td>
<td>Product Design and Development</td>
</tr>
<tr>
<td>ENGRG 7810</td>
<td>Advanced Production and Operations Analysis</td>
</tr>
<tr>
<td>ENGRG 7830</td>
<td>Advanced Cost and Value Analysis</td>
</tr>
<tr>
<td>ENGRG 7840</td>
<td>Systems Engineering Management</td>
</tr>
<tr>
<td>ENGRG 7860</td>
<td>Continuous Improvement With Lean Principles</td>
</tr>
<tr>
<td>INDUSTDY 5950</td>
<td>Industrial Design for Production</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCM 7510</td>
<td>Import/Export</td>
</tr>
<tr>
<td>ISCM 7520</td>
<td>Warehousing and Distribution Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Customer Relations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCM 7710</td>
<td>SUPPLY CHAIN CUSTOMER SYNCHRONIZATION</td>
</tr>
<tr>
<td>ISCM 7720</td>
<td>REVERSE LOGISTICS</td>
</tr>
</tbody>
</table>

**Total Credits**: 30-33

---

1 Students can complete additional classes, if necessary, to reach the number of credits required for graduation.

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

CURRICULUM

The Master of Science in 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTING 7210</td>
<td>Applied Accounting</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>BUSADMIN 5030</td>
<td>Human Resource Management (ONLY for those students completing the Human Resource emphasis)</td>
<td></td>
</tr>
<tr>
<td>INDUSTDY 7000</td>
<td>Research Methodology (ONLY for those students completing OCL 7990)</td>
<td></td>
</tr>
</tbody>
</table>

**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: Quality Management
- or BUSADMIN 7540: 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.

- OCL 7700: STRATEGIC HUMAN RESOURCES 3
- OCL 7710: CURRENT ISSUES IN HUMAN RESOURCES 3

**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*
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSADMIN 5530</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OCL 7200</td>
<td>Strategic Thinking and Change</td>
<td>3</td>
</tr>
<tr>
<td>OCL 7330</td>
<td>Organizational Change Leadership: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Website: https://www.uwplatt.edu/program/project-management-online

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 graduate 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 up to 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 dean of the School of Graduate Studies. Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances.

Program entrance requirements and degree completion requirements are consistent with those of the graduate programs of the institution. 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.

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 https://www.uwplatt.edu/program/project-management-online for more information about these agreements.

NOTE: UW-Platteville allows credit from only one program partner or credential to count toward degree completion. Contact the program coordinator (projectmgmt@uwplatt.edu) to discuss potential transfer credits.

PROJECT MANAGEMENT DEGREE REQUIREMENT

PLAN YOUR DEGREE

Join the select group of leaders who know that earning a degree from the University of Wisconsin-Platteville is a great pathway to professional success.

You’ll earn your degree by successfully completing 30-36 graduate credits. Tailor your education to match your career goals with a wide variety of elective courses. All courses listed are three credits unless otherwise stated. Graduate credits in which a grade lower than a “C” has been earned will not be counted toward a degree in Project Management; however, these lower grades will be reflected in the student’s grade point average.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTING 7000</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSADMIN 5010</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSADMIN 5530</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7010</td>
<td>Project Management Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7020</td>
<td>Project Management Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7040</td>
<td>Interpersonal Skills for Virtual and Co-Located Project Teams</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7080</td>
<td>Project Scope Management</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7840</td>
<td>Project Management Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select 12-15 credits with the assistance of an academic advisor.²

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSADMIN 5030</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>BUSADMIN 5100</td>
<td>Compensation Management</td>
</tr>
<tr>
<td>BUSADMIN 5340</td>
<td>Management, Gender and Race</td>
</tr>
<tr>
<td>BUSADMIN 5500</td>
<td>Employee Training and Development</td>
</tr>
<tr>
<td>BUSADMIN 5540</td>
<td>Quality Management</td>
</tr>
<tr>
<td>BUSADMIN 5620</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>BUSADMIN 5650</td>
<td>International Finance</td>
</tr>
</tbody>
</table>
AREAS OF EMPHASIS
Selecting an emphasis area is not required; however, students may complete an optional emphasis area as part of the elective credits required for the MS Project Management degree. Emphasis areas require 9 to 12 credits, depending on which emphasis is selected and the student’s prior preparation in that subject area. Credits earned in an emphasis area count toward the elective credits required for degree completion.

- **Managing Engineering Projects:**
  This emphasis is intended for students who are trained as engineers, or often tasked with projects related to engineering. The student will apply a range of engineering management tools related to forecasting, planning, scheduling, and decision making. Other courses will cover quality philosophy and tools, and will help the student apply Six Sigma to design and improvement of products and services. In addition, the student will learn to create value for the customer in the manufacturing environment through value engineering and lean manufacturing methods.
  
  ENGRG 7800 Engineering Management
  ENGRG 7820 Quality Engineering and Management
  ENGRG 7860 Continuous Improvement with Lean Principles

- **Human Capital Administration:**
Also referred to as human resource management, this emphasis area builds the student’s skills and knowledge of the people side of project management. With a broad range of topics from which to choose, this emphasis will suit the needs of experienced project managers and those who are new to the human capital subject.

BUSADMIN 5030 Human Resource Management, professional experience in the HR function in the last 5 years OR one of the PHR credentials from HRCI (https://www.hrci.org)

AND choose three from the following list:

- BUSADMIN 5340 Management, Gender and Race
- BUSADMIN 5500 Employee Training and Development
- BUSADMIN 6200 Employee Recruitment and Selection
- BUSADMIN 6330 Labor-Management Relations OR OCL 7380 Conflict Resolution and Negotiation

OCL 7700 Strategic Human Resources

**Integrated Supply Chain Management:**

This emphasis is intended for those whose project management careers lean toward supply chain issues. Students will focus on coordination and interchange among the disciplines of business, industrial studies, and engineering as they relate to the supply chain in domestic and international environments.


ISCM 7100 International Supply Chain Management

And any ONE of the following (two if BUSADMIN 6100 is waived):

- BUSADMIN 6160 Purchasing Management
- INDUSTDY 6950 Production Planning and Control
- ISCM 7500 Supply Chain Logistics
- ISCM 7700 Customer Relationship Management

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 Center for Distance Learning 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJMGT 7010</td>
<td>Project Management Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7020</td>
<td>Project Management Techniques II</td>
<td>3</td>
</tr>
</tbody>
</table>
BUSADMIN 5540  
Quality Management

or BUSADMIN 7540  
Advanced Quality Management

Together, the courses in this certificate address the various process groups and knowledge areas of *A Guide to the Project Management Body of Knowledge* and provide many of the competencies needed to prepare for the Project Management Professional Certification Examination. For more information on the Project Management Institute and the PMP® Certification Examination, go to https://www.pmi.org and click on Certification.

**ADVANCED CERTIFICATE IN PROJECT MANAGEMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJMGT 7030</td>
<td>Project Risk Management</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7050</td>
<td>Project Procurement Management</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PROJMGT 7040</td>
<td>Interpersonal Skills for Virtual and Co-Located Project Teams</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7060</td>
<td>Advanced Tools and Techniques for Project Management</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7980</td>
<td>Independent Study in Project Management</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJMGT 7040</td>
<td>Interpersonal Skills for Virtual and Co-Located Project Teams</td>
<td></td>
</tr>
<tr>
<td>PROJMGT 7080</td>
<td>Project Scope Management</td>
<td></td>
</tr>
<tr>
<td>And select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSADMIN 5540</td>
<td>Quality Management</td>
<td></td>
</tr>
<tr>
<td>or BUSADMIN 7540</td>
<td>Advanced Quality Management</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

**COURSE CODES**

**GRADUATE**

Accounting  ACCTING
Business Administration  BUSADMIN
Counseling Education  COUNSEd
Criminal Justice  CRIMLJUS
Distance Education Leadership  DEL
Engineering  ENGRG
Healthcare Administration  HCA
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

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

BUSINESS ADMINISTRATION (BUSADMIN)

BUSADMIN 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

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
Prereqs/Coreqs: Not in BUSADMIN 3030

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

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: WOMGENDR 5340

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

BUSADMIN 5530 Organizational Behavior 3 Credits
Organization, in and of themselves, do not behave, the people within them do. This course will give students a comprehensive view of organizational theory and behavior by studying individual and group behaviors and how these interrelate with the organization's structure, systems, and goals.
Components: Class

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
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

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

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

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

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

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

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

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

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
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

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

COUNSELING EDUCATION (COUNSEDE)

COUNSEDE 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

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

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

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

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

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

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

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

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
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

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

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

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

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

CRIMLJUS 7350 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

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

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

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 1880’s 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 1990’s.
Components: Class
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

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.
Components: Class

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 student's educational experience, and as a bridge to the student's future in the criminal justice field. (All master's programs: contact advisor for prior approval and registration instructions.)
Components: Seminar
Prereqs/Coreqs: P: CRIMLJUS 7030, CRIMLJUS 7130 or CRIMLJUS 7730, CRIMLJUS 7230 and CRIMLJUS 7330

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

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 student's traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The final report must describe and summarize the project in detail; wherever feasible, graphics, figures, data, and equations are to be included. (Contact advisor for prior approval and registration instructions.)
Components: Independent Study

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 student's area of emphasis, and must be approved by a thesis committee. (All master's programs: contact advisor for prior approval and registration instructions.)
Components: Thesis Research
Prereqs/Coreqs: P: CRIMLJUS 7030, CRIMLJUS 7130, CRIMLJUS 7230 and CRIMLJUS 7330

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

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
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

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

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

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

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

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

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

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

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

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
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

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 student’s education experience and as a bridge to the student’s future in the distance education leadership discipline.
Components: Seminar

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

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

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 student’s advisor and the graduate dean. Approval must be secured from the department faculty member and the student’s advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.
Components: Independent Study

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 student’s area of emphasis, if any, and must be approved by a thesis committee.
Components: Thesis Research

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

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

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
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

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

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. 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

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

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

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.

Components: Class

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
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.
Components: Class
Prereqs/Coreqs: P: CIVILENG 3730 and ENGRG 7280

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.
Components: Class

ENGRG 7320 Control Systems Engineering II 3 Credits
Components: Class
Prereqs/Coreqs: P: ENGRG 7310

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.
Components: Class
Prereqs/Coreqs: P ENGRG 7310 and ENGRG 7320

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

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

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

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
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

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

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

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

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

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

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

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.

Components: Class

Prereqs/Coreqs: P: MATH 4030 or MATH 6030 or ENGRG 6050, or consent of instructor
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

ENGRG 7930 Special Topics in Engineering 1-3 Credits
Various engineering topics will be explored. Topics vary.

Components: Class

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 student's traditional employment requirements. This is to be a graduate level experience, conducted with graduate rigor and culminating in a document of professional quality. The maximum allowable Independent Study credits will be four (4) within the Master of Science in Engineering program and a maximum of three (3) may be taken at any one time.

Components: Independent Study

HEALTHCARE ADMINISTRATION (HCA)

HCA 7000 U.S. Healthcare Systems 3 Credits
Introduces the many public and private elements of the U.S. healthcare system. Explores the historical, social and cultural, financial and economic, and political as well as regulatory factors, and how they interact to influence the delivery of care and services that affect individual and population health outcomes.

Components: Class

HCA 7050 Population Health and Epidemiology 3 Credits
Identifies and addresses epidemiology, biostatistics, including study design within a healthcare framework. Applies these elements to individuals and populations while addressing critical public health perspectives across a broad spectrum from individuals to larger systems to improve the health of a community.

Components: Class

HCA 7100 Health Communication 3 Credits
Analysis and use of communication strategies to inform and influence individual and community decisions that impact health. Course explores topics such as the social construction of health, social support, literacy, survivorship, social and community issues, risk management, marketing and public relations, health messaging and promotional campaigns, theory application, and identity across contexts.

Components: Class

HCA 7150 Healthcare Technology, Data Analytics, and Information Governance 3 Credits
This course covers various topics including Electronic Health Records; Health IT Privacy and Security; Health Information Exchanges; IT for Revenue Cycle Management; Utilizing technology to analyze healthcare data including MS-DRG data, hospital readmission data, Medicare spending, and healthcare quality data; Technologies for diagnosis and treatment; Big Data applications in healthcare.

Components: Class

HCA 7200 Healthcare Financial Management 3 Credits
A study of the principles of healthcare finance. Topics include financial and management accounting, the financial reporting structure of healthcare organizations, healthcare financial statement analysis, costing and budgetary methods, sources of healthcare revenue and expenses, processes for healthcare billing, and capital investment decisions.

Components: Class

HCA 7300 Human Capital Management in Healthcare 3 Credits
Examines complexities in human resource management strategies in healthcare organizations. Provides knowledge and tools to develop high potential workforces using a people-centered approach to human capital management, organizational culture/climate, communication, and talent development to ensure competitive advantage in creating sustainable high-performance healthcare organizations in rural and urban settings.

Components: Class

Prereqs/Coreqs: P: HCA 7000 and HCA 7200
HCA 7400 Healthcare Operations and Project Management 3 Credits
Examines operations management techniques unique to healthcare processes. Addresses solutions for operational issues in healthcare facilities and supply chain. Highlights essential components of healthcare project management. Emphasizes operational and management tools and techniques for healthcare project and process execution.
Components: Class
Prereqs/Coreqs: P HCA 7150 and HCA 7200

HCA 7500 Healthcare Quality and Performance Management 3 Credits
Overview of quality models and risk management in healthcare. Explore theories, concepts, skills, tools and environmental factors. Focuses on measurement and analysis techniques, as well as real-world applications of quality approaches to implement and sustain performance improvements.
Components: Class
Prereqs/Coreqs: P HCA 7150

HCA 7600 Health Law and Policy 3 Credits
A study of the political, legal, regulatory, and ethical environments within which healthcare administrators operate. Explores the legal frameworks related to the healthcare system, with an ethical focus. Considers the impact of political structure on healthcare policy, with an emphasis on the role played by healthcare administrators in policy advocacy.
Components: Class
Prereqs/Coreqs: P HCA 7000

HCA 7700 Organization Development and Strategic Leadership in Healthcare 3 Credits
A study of organization development and leadership theories, including self-discovery of leadership potential and change leadership strategies applied within healthcare organizations. As a blend of theory and application, course is designed for individuals to work toward identifying and facilitating broad-scale organizational change while employing strategic leadership practices in healthcare.
Components: Class
Prereqs/Coreqs: P HCA 7300, HCA 7400 and HCA 7500

HCA 7800 Communicating Current and Emerging Topics in Healthcare 3 Credits
Investigates current and emerging trends influencing healthcare such as healthcare policies and politics, ethics, emerging technologies, healthcare population/disease demographics and reimbursement models. Explores differences between rural, urban and global settings.
Components: Class
Prereqs/Coreqs: P HCA 7150 and HCA 7600

HCA 7890 Capstone Preparation 1 Credit
Prepares the student for applied capstone course, including assisting with site identification, coordination and approval of placement and of a substantive work project while working with site mentor/supervisor.
Components: Class
Prereqs/Coreqs: HCA 7000, HCA 7100, HCA 7200, HCA 7300, HCA 7400, HCA 7500 and HCA 7700

HCA 7900 Capstone 3 Credits
As a culmination of participating in HCA Graduate Program, apply aspects of theory dynamics of interprofessionalism in healthcare setting(s). Capstone work (minimum 150 hours) will be completed in partnership with site mentor/supervisors. A substantive work project deliverable demonstrating summative application of previous coursework will be expected.
Components: Class
Prereqs/Coreqs: HCA 7000, HCA 7100, HCA 7200, HCA 7300, HCA 7400, HCA 7500 and HCA 7700

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

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
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

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
Prereqs/Coreqs: P BUSADMIN 6100 or enrollment in MS: Strategic Management program

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.

Components: Class
Prereqs/Coreqs: P ISCM 7100

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)

Components: Class
Prereqs/Coreqs: P ISCM 7100

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 organization's 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

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 client's viewpoint. Finally it will review trends and emerging issues in the area of global sourcing, including reshoring. (subject to addition and change as course is further developed)

Components: Class
Prereqs/Coreqs: P ISCM 7100

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 organization's current and potential customers. This course will introduce critical concepts and methods such as customer value, customer asset value, CRM vision and strategy.

Components: Class
Prereqs/Coreqs: P ISCM 7100

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
Prereqs/Coreqs: P ISCM 7700
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

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

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 student's education experience and as a bridge to the student's future in the supply chain management discipline. P: All coursework toward the degree must be completed prior to registering for ISCM 7920.
Components: Seminar

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.
Components: Class
Prereqs/Coreqs: P ISCM 7100

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 student's advisor and the graduate dean. Approval must be secured from the department faculty member and the student's advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved. P: ISCM 7100 and consent of instructor or department chair.
Components: Independent Study

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 student's 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

MEDIA STUDIES (MEDIA)

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

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
ORIENTATION 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 envelopment, enterprises and facing profound change from multiple directions (the marketplace, competitors, advancing technologies, and growing client expectations). Furthermore, changes are increasing at an accelerating pace, just as most workers and teams are pressured to deliver performance faster, cheaper, and smarter. The dynamic enterprise enables its people to deliver high performance under complex business conditions – to turn chaos into strategy, and strategy into action. P: OCL 7330 - Organizational Change Leadership: Theory and Practice.

Components: Class
Prereqs/Coreqs: P: OCL 7330

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
Prereqs/Coreqs: P: ACCTING 7210

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

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

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

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

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
Prereqs/Coreqs: P: BUSADMIN 5530 and OCL 7330
OCL 7510 Consulting for Organizational Change 3 Credits
This course will provide the foundation for future change agents to impact organizations through consulting. The course will help the novice consultant identify their core competencies that will add value within or to organizations, develop the skills and grit needed to lead organizational change, and communicate these change ideas through reports and presentations.
Components: Class, Discussion
Prereqs/Coreqs: P. OCL 7500

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

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

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

OCL 7650 Change Leadership in Safety 3 Credits
The course stresses the importance of continuous measurement and improvement with a direct focus on the safety profession. The course will provide the various methods and techniques for effectively communicating, leading and supporting cultural change. This will course will guide the student through the application of change and leadership at all levels of their organization. The student will be required to utilize all prior skill sets, coursework experiences, research and direct application of the core program material.
Components: Class

OCL 7700 Strategic Human Resources 3 Credits
This course deals with the ways in which strategic thinking and change leadership foundations can be applied to Human Resource Management. It aims to provide students with opportunities to synthesize managerial strategy issues with HRM processes, in a considered and reflective manner. The course focuses on the way strategies can be formed and enacted in organizations and the internal and external environmental contexts from which human resource strategies emerge. It also deals with a range of contemporary issues in human resource management against a backdrop of a new and changing people management practices. Students are given the opportunity to enhance their skills in change leadership, teamwork, organizational analysis, problem solving and strategic.
Components: Class
Prereqs/Coreqs: P. BUSADMIN 5030 or consent of instructor/chair

OCL 7710 Current Issues in Human Resources 3 Credits
This course examines recent and emerging issues in the practice of human resource management (HRM) within the dynamics of organizational change, developing trends and outer pressures. This course is intended to bridge the gap between change leadership theory and practice in HRM (as introduced in OCL 7700) within a changing environment. Through the use of assigned readings, exploration of current issues found in the media, and discussions, students will experience numerous opportunities to examine and define ideas, behaviors and best practices in human resource management to address the changing nature of the organizational environment.
Components: Class
Prereqs/Coreqs: P. OCL 7700

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

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 student's educational experience, and as a bridge to the student's future in the organizational change leadership field. This would replace the required core course of OCL 7840 Capstone.
Components: Seminar
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

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 student’s advisor and the graduate dean. Approval must be secured from the department faculty member and the student’s advisor before independent study courses are begun by completing a form available from program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.
Components: Independent Study

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 student’s 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: Thesis Research

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

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

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

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.
Components: Class
Prereqs/Coreqs: P. PROJMGT 7010

PROJMGT 7030 Project Risk Management 3 Credits
Project Risk Management expands upon the risk management concepts introduced in the PROJMGT 7010 and PROJMGT 7020 Project Management courses, with a focus on applying risk management theories and practices to projects and the project management environment. The entire risk management life cycle, from definition, identification, analysis, assessment, response, control and closure, is taught using textbook, research, small group collaboration and case study techniques. Throughout each phase of the risk management life cycle, various tools and techniques are explored and applied which provide valuable practical means for the student to perform risk management on small to large projects. A Risk Management Plan is created that incorporates techniques such as a Risk Breakdown Structure, Risk Register, Risk Probability/Impact Matrix, Decision Tree Analysis, and Qualitative/Quantitative Risk Analysis, thereby rounding out the course and helping to prepare students for tomorrow's complex projects.
Components: Class
Prereqs/Coreqs: P. PROJMGT 7010 and PROJMGT 7020
PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010 and PROJMG 7020

PROJMG 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.

Components: Class
Prereqs/Coreqs: P. PROJMG 7010, PROJMG 7020, MEDIA 5800
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 organization’s strategies in the first place should be selected. Next, the selected programs/projects need to be monitored and controlled regularly to determine if they continue to support those objectives. If not, those resources should be redirected to other programs and projects. This course focuses on why portfolio management (PM) is essential for organizations, explains how to set up a portfolio management process, describes roles and responsibilities for people involved in PM, evaluates models to use, determines metrics to consider, and presents guidelines to successfully implement PM.
Components: Class
Prereqs/Coreqs: P: PROJMGT 7010 and PROJMGT 7020

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.
Components: Class
Prereqs/Coreqs: P: PROJMGT 7010 and PROJMGT 7020

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 student's education experience and as a bridge to the student's future in the project management discipline.
Components: Seminar
Prereqs/Coreqs: P: PROJMGT 7010 and PROJMGT 7020

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.
Components: Class
Prereqs/Coreqs: P: PROJMGT 7010 and PROJMGT 7020

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 student's advisor and the graduate dean. Approval must be secured from the department faculty member and the student's advisor before independent study courses are begun by completing a form available from the program staff. This form must include a description of the subject to be covered and must be submitted before registration will be approved.
Components: Independent Study
Prereqs/Coreqs: P: PROJMGT 7010 and PROJMGT 7020

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 student’s area of emphasis, if any, and must be approved by a thesis committee.
Components: Thesis Research
Prereqs/Coreqs: P: INDUSTDY 7000, PROJMGT 7010, PROJMGT 7020, ACCTING 7000, BUSADMIN 5530, MEDIA 5010

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

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

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
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

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

GLOSSARY
A DEFINITION PRIMER FOR UNIVERSITY STUDENTS
The following terms are used on a daily basis in describing academics and situations surrounding those we serve.

ACADEMIC YEAR
The period from September 1 to August 31 beginning with the fall semester (September to December), winterim (January), spring semester (January to May) and summer (May to August) in which classes are in session.

ADD AND DROP
This is a process designed for the purpose of changing a course schedule.

ADVISING
The process of providing a student with the most complete, current information related to university academics.

AUDIT
A type of course enrollment where a student chooses not to earn credit. Enrollment is contingent upon instructor approval.

BACHELOR’S DEGREE
The degree received after completing a specific program of undergraduate study as well as the completion of all graduation requirements including a minimum of 120 credits.

CERTIFICATION
The recognition by an outside organization of fulfillment of requirements to meet a professional standard.

CLASSIFICATION
A measurement of academic achievement based on the number of credit hours earned.

COLLEGE/SCHOOL/DEPARTMENT
The university is comprised of three colleges, three schools and academic departments. Generally speaking, colleges, schools and departments are the administrative units responsible for the fiscal and academic concerns of the university. The chancellor is the chief executive officer of the university, the provost is the head of academic affairs, academic deans are the administrative heads of their respective colleges and department chairs/directors are the administrative heads of their respective areas.

CO-REQUISITE
A course that must be taken at the same time as another course.

CREDIT HOUR
A credit hour represents one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week in an academic semester or an equivalent amount of work for other academic activities as established by the university including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

CREDIT LOAD
The number of credits a student carries during a semester or session.

DEAN
A university administrator, usually a member of the faculty, who serves as the administrative head of a college.
DISMISSAL
To be excluded from the university as a penalty for failure to meet academic or behavioral standards. The term suspension is also used to describe a dismissal.

EMPHASIS
A designated group of courses within a degree program that provides students increased exposure directed toward their major area of study.

FULL TIME STUDENT
A graduate student enrolling for at least 9 credits during the fall and spring semester. Summer session students are considered full time with 6 semester credits.

GRADE POINT
The numerical value given to letter grades. At University of Wisconsin-Platteville, a 4.00 plus/minus system is used wherein an “A” has a numeric value of 4.00, a “B” has a 3.00 value, etc.

GRADE POINT AVERAGE
Grade points are multiplied by the number of credits in the course. The G.P.A. is determined by dividing the total grade points by the total credit hours attempted.

GRANT
Financial assistance that does not have to be repaid.

INCOMPLETE
The grade assigned when the student is temporarily unable to complete course requirements because of unusual circumstances. The student must complete all work and assignments necessary to complete the class requirements within the time period designated by their instructor not to exceed six months. Unless a grade of incomplete is changed by the instructor, the temporary grade will lapse and be recorded as an “F.”

INDEPENDENT STUDY
A course designed by a student and an instructor which is generally taken outside the “normal” classroom setting.

INTERNSHIP
Supervised work in a company or agency related to a student’s degree program and career plans. An internship is usually taken for academic credit and occasionally for remuneration.

MASTER’S DEGREE
The degree received after completing a specific program of graduate study as well as the completion of all graduation requirements.

MATRICULATE
Students who have matriculated have been officially admitted to the university as degree-seeking students and enroll in classes.

MAJOR
A planned program of academic study chosen as a field of specialization leading to a master’s degree. This term is often used interchangeably with program plan.

PIONEER PASSPORT
The University of Wisconsin-Platteville identification card is called the Pioneer Passport. This card functions as the meal access card for dining services if a student is participating in a meal plan.

PRACTICUM
Supervised work experience related to a program of study.

PREREQUISITE
A course or experience that must be successfully completed before enrollment in a designated course.

PROGRAM PLAN
A planned and approved program of study leading to a master’s degree.
**REPEAT**
The most recent grade is used regardless of whether it is higher or lower than the previous grade. If the repeat results in the grade of “F” and the student had previously earned a grade higher than “F,” the “F” replaces the grade in the calculation of the grade point average, and the student loses the credits since no credits are granted when a grade of “F” is earned.

**REENTRY**
An enrollment procedure for students who were previously enrolled at University of Wisconsin-Platteville, left for a time period, and wish to continue their studies.

**REGISTRATION**
The process of being advised, selecting courses appropriate to the student’s academic goals, and officially establishing a course load and schedule sanctioned by the advisor.

**RESERVE**
When a book is on reserve, it means that the book cannot be removed from the “reserve room” or may be borrowed only for a short period of time. This process is usually done when the library has only a few copies of the book and it is required reading for a particular class.

**SEMESTER/SESSION**
A unit of time, generally 16 weeks in duration. University of Wisconsin-Platteville has two semesters (fall and spring), and a summer session which is twelve weeks.

**SPECIAL STUDENT**
A student who has not matriculated as a degree-seeking student.

**STUDENT CONDUCT CODE**
Chapter 14: This is the state statute that governs student academic misconduct at the university. It describes academic misconduct, provides sanctions for those who are found to have engaged in academic misconduct and describes the disciplinary process.

Chapter 17: This is the state statute that governs student conduct at the university. It specifies conduct which is prohibited, provides sanctions for those who are found to have violated the code and describes the disciplinary process.

Chapter 18: This is the state statute that governs student conduct on university grounds. It describes misconduct and provides sanctions for those who are found to have engaged in misconduct on university land.

**TEACHING MAJOR**
A state Department of Public Instruction approved program for teacher certification for teaching at the elementary, middle or secondary school level.
FACULTY AND ACADEMIC STAFF

(As of April 2019)

A

Addison, Bruna Pelucchi (2012); Lecturer, Chemistry, Department of Chemistry; M.S., Ph.D., University of Ferrara (Italy)

Albers, Mark A. (2004); Associate Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Platteville

Alkhushayni, Suboh (2016); Assistant Professor, Computer Science and Software Engineering, Department of Computer Science and Software Engineering; B.S., Al-Hussein Bin Talal University (Jordan); M.S., University Utara Malaysia; M.S., Ph.D., University of Wisconsin-Milwaukee

Allen, Daniel (2017); Lecturer, Mathematics, Department of Mathematics; B.S., University of Wisconsin-Madison

Almquist, James N. (1998); Senior Lecturer, Civil Engineering, Department of Civil and Environmental Engineering; B.S., M.S., University of Wisconsin-Madison

Anderson, Joshua (2016); Assistant Professor, English, Department of Humanities; B.S., M.A., Northern Michigan University

Anderson, Laura J. (1996); Professor, Foreign Languages (French and Spanish), Department of Humanities; Chair, Department of Performing and Visual Arts; B.A., Dana College; M.A., Ph.D., University of Missouri-Columbia

Anderson, Noah J. (2009); Associate Professor, Biology, Department of Biology; B.S., North Dakota State University; M.S., Southeastern Louisiana University; D.A., Idaho State University

Annamalai, V. Raja (2011); Associate Professor, Chemistry, Department of Chemistry; B.S., Georgia Institute of Technology; Ph.D., University of Pennsylvania

Attenborough, Holly (2013); Associate Professor, Mathematics, Department of Mathematics; B.S., M.A. Miami University; Ph.D., Indiana University

Ayar, Musa (2009); Associate Professor, Economics, School of Business; B.S., Bilkent University; M.S., Ph.D., University of Texas-Austin

B

Banachowski-Fuller, Cheryl A. (1997); Professor, Criminal Justice, Department of Criminal Justice; B.S., M.A., University of Toledo; Ph.D., North Carolina State University

Barnes, L. Joseph (2015); Assistant Professor, Accounting, School of Business; B.B.A., Howard University; M.B.A., Duke University; D.M., Case Western Reserve University

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

Barry, Brian (2014); Assistant Professor, Chemistry, Department of Chemistry; B.S., University of Northern Iowa; Ph.D., University of Iowa

Bartling, Mary (2016); Assistant Professor, Supply Chain Management, School of Business; B.S., University of Wisconsin-Stout; M.S., Cardinal Stritch College

Baxter, Christopher A. (2003); Professor and State Nutrient Management Specialist, Agriculture, School of Agriculture; B.S., University of Wisconsin-Platteville; M.S., Ph.D., Purdue University

Bernhardt, Kevin J. (1996); Professor, Agricultural Industries, School of Agriculture; B.S., Iowa State University; M.S., North Carolina State University; Ph.D., University of Nebraska-Lincoln

Bingham, Lauren (2011); Senior Lecturer, Mathematics, Department of Mathematics; B.S., Michigan Technological University

Birkicht, Samantha (2017); Volleyball Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., University of Wisconsin-Platteville; M.S., Emporia State University

Black, Michael (2013); Associate Professor, Statistics, Department of Mathematics; B.S., Brigham Young University; M.S., Ph.D., University of Nebraska-Lincoln

Bockenhauer, Gretchen (2018); Associate Lecturer, Industrial Studies; B.S. University of Wisconsin-Platteville

Bockhop, Richard L. (2002); Professor, Agriculture, School of Agriculture; B.S., M.S.E., University of Wisconsin-Platteville; Ph.D., Iowa State University
Bohnhoff, Gretchen L. (2013); Associate Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., M.S., University of Wisconsin-Madison; Ph.D., Colorado State University

Bombardier, Kevin (2019); Assistant Professor, Mathematics, Department of Mathematics; B.S., Wichita State University; M.S., Ph.D., University of Iowa

Bora, Kamil C. (2014); Lecturer, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Wisconsin-Madison

Boril, Hynek (2015); Assistant Professor, Electrical Engineering, Department of Electrical and Computer Engineering; M.S., Ph.D., Czech Tech. University (Prague)

Borman, Francis (2016); Associate Lecturer, Mathematics, Department of Mathematics

Brekenridge, Ryanne (2007); Head Athletic Trainer, Department of Athletics; Lecturer, Health and Human Performance, School of Education; B.A., St. Ambrose University; M.A., Loras College

Brewer, Eric (2017); Associate Lecturer, Music, Department of Performing and Visual Arts

Brogley, Jessica L. (2014); Lecturer, Teacher Education, School of Education; B.S., University of Wisconsin-Oshkosh; M.S., Lesley University

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

Buechler, Dale N. (2006); Professor, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., M.S., University of Arizona; Ph.D., University of Utah

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

Byrnes, Christa R. (2001); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Wisconsin-Madison; M.S., University of Colorado-Boulder; Ph.D., Purdue University

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

Campbell, Guy R. (2013); Lecturer, Department of Mechanical and Industrial Engineering, UW-Washington County Collaborative; B.S., University of Notre Dame; M.S., GMI Engineering and Management Institute

Candito, Kara (2010); Associate Professor, English, Department of Humanities; M.F.A., University of Maryland; Ph.D., Florida State University

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

Carlson, Cynthia (2013); Lecturer, English, Department of Humanities; B.A., University of Wisconsin-Madison; M.F.A., University of Iowa

Carpenter, Dennis D. (2004); Associate Professor, Psychology, Department of Psychology; B.S., University of Wisconsin-Madison; M.S.Ed., University of Wisconsin-Stout; Ph.D., Saybrook Institute

Cartmill, Andrew D. (2015); Assistant Professor, Agriculture, School of Agriculture; B.S., University of Central Lancashire (UK); M.S., Ph.D., Texas A and M University

Cartmill, Donita (2009); Associate Professor, Agriculture, School of Agriculture; B.S., Stephen F. Austin State University; M.S., Ph.D., Texas A and M University

Celik, Ilke (2018); Assistant Professor, Sustainable and Renewable Energy, Department of Electrical and Computer Engineering; B.S., M.S., Middle East Technical University (Turkey); Ph.D., University of Toledo

Chang, Mu-Ling (2001); Professor, Mathematics, Department of Mathematics; B.S., Tunghai University (Taiwan); M.S., Tamkang University (Taiwan); Ph.D., University of Maryland

Chattopadhyay, Soma (2010); Assistant Dean, College of Engineering, Mathematics, and Science; Associate Professor, Chemistry, Department of Chemistry; B.S., B.Tech, Calcutta University (India); Ph.D., University of Illinois at Urbana-Champaign

Chen, Hao (2010); Associate Professor, Media Studies, School of Business; B.A., Huazhong University of Technology and Science; M.A., Ph.D., University at Buffalo, State University of New York

Cline, Robin L. (2015); Lecturer and Associate Advisor, Criminal Justice, Department of Criminal Justice; B.S., M.S.E., University of Wisconsin-Platteville
Collins, Benjamin V.C. (2000); Professor, Mathematics, Department of Mathematics; B.A., Central College; M.S., University of Michigan-Ann Arbor; Ph.D., University of Wisconsin-Madison

Collins, Jennifer L. (2015); Director, School of Education, College of Liberal Arts and Education; Associate Professor, Teacher Education, School of Education; M.A.T., Queens University; M.Ed., Ph.D., University of North Carolina

Collins, Thomas S. (2011); Professor, Business Administration, School of Business; B.B.A., M.A., University of Iowa; J.D., University of Iowa College of Law

Compton, Michael E. (1995); Assistant Provost, Academic Affairs; Professor, Agricultural Sciences, School of Agriculture; A.A.S., Danville Area Community College; B.S., M.S., Southern Illinois University; Ph.D., Virginia Polytechnic University

Cool, Andrea M. (1999); Senior Lecturer, English, Department of Humanities; B.A., University of Wisconsin-Platteville; M.A., University of Missouri-Columbia

Cooper, David T. (2005); Associate Professor, Music, Department of Performing and Visual Arts; B.M., Lawrence University; M.M., University of Akron; D.M.A., University of Wisconsin-Madison

Cordingly, Allen E. (2006); Distinguished Lecturer, Music, Department of Performing and Visual Arts; B.M., Lawrence University; M.M., Youngstown University

Cornett, Catherine A. (2003); Senior Lecturer, Biology, Department of Biology; B.S., University of Wisconsin-River Falls; M.S., Iowa State University

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

Cornils, Margaret A. (2005); Lecturer, Music, Department of Performing and Visual Arts; B.M., M.M., Northern Illinois University

Cowley, Jeffrey (2017); Assistant Professor, Health and Human Performance, School of Education; B.S., Utah Valley University; M.S., Illinois State University; Ph.D., University of Michigan

Cummings, Antonette (2016); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., University of Texas; Ph.D., Purdue University

Curran, Christina J. (2000); Professor, Civil Engineering, Department of Civil and Environmental Engineering; Chair, Department of Civil and Environmental Engineering; ABET Accreditation Coordinator, College of Engineering, Mathematics, and Science; B.S., M.S., Ph.D., University of California-Davis

Czarnecki, Kyle (2016); Assistant Professor, Mathematics, Department of Mathematics; B.S., University of Wisconsin-Parkside; Ph.D., University of Iowa

D

Dalecki, Michael G. (1991); Professor, Sociology, Department of Social Sciences; Special Assistant to the Dean, College of Liberal Arts and Education; B.S., University of Wisconsin-Platteville; M.S., Texas Christian University; Ph.D., Pennsylvania State University

Das, Arghya (2018); Assistant Professor, Computer Science, Department of Computer Science and Software Engineering; Ph.D., Louisiana State University

Dehnavi, Gholamreza (2014); Assistant Professor, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., University of Tehran (Iran); M.S., Iran University of Science and Technology (Iran); Ph.D., University of South Carolina

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

Demaree, Rebekah A. (1993); Distinguished Lecturer, Music, Department of Performing and Visual Arts; B.M., Indiana University; M.M., University of Idaho

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

DesJarlais, Terry (2011); Lecturer, Mathematics, Department of Mathematics; B.S., University of Wisconsin-River Falls; M.S., University of Wisconsin-Platteville

Dhyanchand, Richard (2010); Associate Professor, Biology, Department of Biology; B.S., Wheaton College; M.S., M.D., American University of the Caribbean, School of Medicine
Dornak, L. Lynnette (2014); Assistant Professor, Geography, Department of Geography; B.S., M.S., Stephen F. Austin State University; Ph.D., University of Kansas

Douillet, Catherine M. (2011); Lecturer, Sociology, Department of Social Sciences; B.A., University of Lyon (France); M.A., Portland State University; Ph.D., University of Iowa

Doyle-Morin, Rebecca (2010); Associate Professor, Biology, Department of Biology; B.A., Lawrence University; Ph.D., Cornell University

Drefcinski, Shane D. (1997); Professor, Philosophy, Department of Humanities; Chair, Department of Humanities; B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota

Dresser, Marnie L.B. (1992); Professor, English, Department of Humanities; B.A., M.A., Southern Illinois University-Carbondale; M.F.A., University of Montana

Edgington, Erin G. (2014); Assistant Professor, Teacher Education, School of Education; B.S., Illinois State University; M.S.E., University of Wisconsin-Platteville

Eiseman, Krista (2017); Assistant Professor, Animal Science, School of Agriculture; B.S., University of Wisconsin-Platteville; M.S., North Dakota State University

El-Omari, Samir (2011); Associate Professor, Civil Engineering, Department of Civil and Environmental Engineering; Ph.D., Concordia University

Elamin, Gafar (2018); Lecturer, Mechanical Engineering, Department of Mechanical and Industrial Engineering; Ph.D., North Carolina Agriculture and Technical State University

Emendorfer, Lisa A. (2001); Senior Lecturer, Health and Human Performance, School of Education; B.A., William Penn College; M.S.E., University of Wisconsin-Platteville

Emendorfer, Michael E. (1999); Lecturer, Health and Human Performance, School of Education; B.A., William Penn College; M.S.S., U.S. Sports Academy

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

Ernest, Damian L. (2018); Associate Professor, Communication and Theatre Arts, Department of Performing and Visual Arts; B.S., M.A., Northern Michigan University; M.F.A., University of Idaho

Eshelman, Alec (2018); Assistant Professor, Clinical/Counseling, Department of Psychology

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

Farrelly, Ann D. (2006); Associate Professor, Theatre, Department of Performing and Visual Arts; B.A., M.A., University of Dayton; Ph.D., Ohio State University

Feiden, April White (2011); Senior Lecturer, English, Department of Humanities; B.S., M.S.E., University of Wisconsin-Platteville

Fencl, Matthew J. (2012); Associate Professor, Health Exercise Science, School of Education; B.S., M.S., University of Wisconsin-La Crosse

Fernette, Becky (2012); Senior Lecturer, Psychology, Department of Psychology; B.A., University of Virginia; M.S.W., University of Wisconsin-Madison

Fields, Kristina (2007); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., M.S., Ph.D., Michigan Technological University

Forrest, Nathaniel P. (2014); Lecturer, Criminal Justice, Department of Criminal Justice; B.S., University of Wisconsin-Platteville; M.S., University of Cincinnati

Frayer, Christopher (2008); Professor, Mathematics, Department of Mathematics; B.S., Grand Valley State University; M.S., Ph.D., University of Kentucky

Frear, Henry E. (2008); Associate Lecturer, Industrial Studies, Department of Industrial Studies; B.S., University of Wisconsin-Platteville

Freese, Dawn M. (2010); Senior Lecturer, English, Department of Humanities; B.A., B.A., University of Wisconsin-Platteville; M.S., Marquette University
Frieders, Elizabeth M. (1997); Professor, Biology, Department of Biology; B.A., St. Olaf College; M.S., Ph.D., University of Minnesota, St. Paul

Furlan, Connie J. (2007); Senior Lecturer, Speech/Theater, Department of Performing and Visual Arts; B.F.A., University of Michigan; M.A., College of Notre Dame

G

Gadedji, Kokou Elessessi (2017); Lecturer, Business and Accounting, School of Business; B.A., M.A., National School of Business and Management (Morocco)

Gamini, Bandara (2015); Assistant Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., Eastern Illinois University

Gantenbein, Jacob (2011); Lecturer, Business, School of Business; B.B.A., Loras College; M.B.A., Clarke College

Gard, Jeffrey (2006); Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., M.S.E., University of Wisconsin-Platteville

Gartner, Nancy R. (2016); Assistant Professor, Criminal Justice, Department of Criminal Justice; B.S., Saginaw Valley State University; M.A., Ferris State University; Ph.D., Sam Houston University

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

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

Geske, Heidi (2012); Lecturer, Agriculture, School of Agriculture; B.S., M.S.Ed., University of Wisconsin-Platteville

Ghafoorianfar, Nima (2015); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., Ferdowsi University of Mashhad (Iran); University of Nevada

Gillota, David (2008); Associate Professor, English, Department of Humanities; B.A., M.A., University of North Texas; Ph.D., University of Miami

Gnaneswaran, Vettrivel (2012); Assistant Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.E., University of Madras (India); M.S., Ph.D., University of Nebraska

Goomey, John R. (2000); Senior Lecturer, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., B.S., University of Wisconsin-Milwaukee; M.S., University of Wisconsin-Madison

Gopalakrishnan, Gokul (2013); Associate Professor, Physics, Department of Engineering Physics; B.Tech, Indian Institute of Technology; Ph.D., Ohio State University

Gordon, Phillip (2014); Associate Professor, English, Department of Humanities; B.A., University of Tennessee; M.A., Ph.D., University of Mississippi

Gormley, Melissa E. (2008); Interim Dean, College of Liberal Arts and Education; Professor, History, Department of History; B.A., M.A., San Francisco State University; Ph.D., University of California, Davis

Gottlieb, Rebecca I. (1997); Lecturer, Foreign Languages (French), Department of Humanities; B.A., Dartmouth College; M.A., Cornell University

Grady, Benjamin R. (2012); Senior Lecturer, Biology, Department of Biology; B.A., M.S., University of Northern Iowa; Ph.D., University of Wisconsin-Madison

Grant, Paul G. (2013); Lecturer, History, Department of History; M.A., Ph.D., University of Wisconsin-Madison

Gregg, Matthew D. (2004); Senior Lecturer, Music, Department of Performing and Visual Arts; B.M.E., University of Wisconsin-Milwaukee; M.M.E., University of Wisconsin-Madison

Gribb, Molly M. (2015); Dean, College of Engineering, Mathematics and Science; Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Wisconsin-Madison; M.S., Ph.D., University of Wisconsin-Milwaukee

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

Gurira, Roger (2011); Lecturer, Chemistry, Department of Chemistry; B.S., Central State University; Ph.D., Pennsylvania State University

Gurman, Scott (2012); Senior Lecturer, History, Department of History; B.A., M.A., Ph.D., Northern Illinois University
Haasl, Ryan (2013); Associate Professor, Biology, Department of Biology; B.S., University of Wisconsin-Stevens Point; M.A., University of Kansas; Ph.D., University of Wisconsin-Madison

Habibi, Mohammad (2014); Assistant Professor, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., Iran University of Science and Technology (Iran); Isfahan University of Technology (Iran); Ph.D., University of Wisconsin-Milwaukee

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

Haertzen, Kevin J. (2003); Professor, Mathematics, Department of Mathematics; B.S., University of Minnesota; B.S., Jamestown College; M.A., University of Northern Iowa

Halfmann, Kameko (2017); Assistant Professor, Psychology, Department of Psychology; B.A., St. Olaf College; Ph.D., University of Iowa

Hammermeister, John F. (2005); Associate Professor, Business Administration, School of Business; B.A., Augustana College; M.B.A., University of Oregon

Hampton, James H. (2011); Associate Professor, Animal Science, School of Agriculture; B.S., Virginia Tech; M.S., Clemson University; Ph.D., University of Missouri

Hansen, Susan L. (1991); Interim Associate Vice Chancellor, Academic Affairs; Professor, Business Administration, School of Business; B.A., Bethany College; M.B.A., University of Missouri-Kansas City; Ph.D., University of Sarasota

Hanson, Terry L. (2016); Lecturer, Mathematics, Department of Mathematics; B.S., University of Wisconsin La Crosse; M.E.P.D., University of Wisconsin-Platteville

Hardyman, Krista (2012); Associate Professor, Animal Science, School of Agriculture; B.S., Luther College; D.V.M., Iowa State University

Harr Bailey, Marcia (2013); Assistant Professor, Business, School of Business; Instruction and Entrepreneurship Coordinator, School of Business; B.S., Upper Iowa University; M.S., Cardinal Stritch University; Ph.D., Fordham University

Haslauer, Edina (2017); Assistant Professor, Teacher Education, School of Education; B.A., Loras College; M.S.E., University of Wisconsin-Platteville; Ph.D., University of Wisconsin-Madison

Heimerdinger, David (2005); Senior Lecturer, Industrial Studies, Department of Industrial Studies; Coordinator, Integrated Supply Chain Management, Distance Learning, Division of Professional Studies; B.S., M.S., University of Wisconsin-Platteville

Hertz, Kathleen E. (2011); Senior Lecturer, Mathematics, Department of Mathematics; B.S., University of Wisconsin-Stevens Point; M.S., University of Wisconsin-River Falls

Heydari, Maryam (2017); Lecturer, English Language Program, International Programs; B.A., Azad University (Iran); University Putra (Malaysia); Ph.D., University of Wisconsin-Madison

Hoerning, Jeff M. (2004); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; Mechanical Engineering Program Coordinator, Department of Mechanical and Industrial Engineering; B.S., M.S., Ph.D., UW-Madison

Hoffman, Gail K. (2000); Professor, Health Exercise Science, School of Education; B.Ph.Ed., Purdue University; M.S., University of Wisconsin-La Crosse

Holan, Alyssa (2018); Assistant Professor, Spanish, Department of Humanities; M.A. Loyola University of Chicago; Ph.D. Michigan State University

Holden, Elizabeth A. (2011); Lecturer, Engineering Physics, Department of Engineering Physics; B.S., M.S., Northern Illinois University

Hollingsworth, Lindsay K. (2012); Associate Professor, Teacher Education, School of Education; B.A., Luther College; M.A., University of Phoenix; Ed.D., Liberty University

Hollingsworth, Leslie (2007); Director, School of Business; Associate Professor, Business, School of Business; B.A., Luther College; M.B.A., University of Phoenix

Hopkins, John (2015); Lecturer, Mathematics, Department of Mathematics; B.S., M.S., University of Wisconsin-Platteville

Horjus-Lang, Deanna S. (2012); Associate Lecturer, Music, Department of Performing and Visual Arts; B.M., University of Wisconsin-La Crosse; M.M., Northwestern University

Horne, Kyle (2016); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., Ph.D., Utah State University
Hu, Yuanyuan (2007); Professor, English, Department of Humanities; Coordinator, M.S.E. Program in Wuhan, China; B.A., Hangzhou University (China); M.A., Zhejiang University (China); Ph.D., Purdue University

Hu, Yueqi (2017); Lecturer, Mathematics, Department of Mathematics; B.S., Huazhon University of Science and Technology (China); M.S., Ph.D., Washington State University

Huebschman, Jeffrey J. (2003); Professor, Biology, Department of Biology; B.A., Concordia College; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska

Hussein, Mazen (2013); Associate Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., Applied Science University (Jordan); M.S., University of Jordan; Ph.D., University of Wisconsin-Milwaukee

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

Isbister, Dong (2013); Associate Professor, Women's and Gender Studies, Department of Social Sciences; B.A., Shandong University (China); M.A., Lanzhou University (China); M.A., Michigan State University

Iskandar, Karim (2018); Assistant Professor, Industrial Technology Management, Department of Industrial Studies; B.S., Ain Shams University (Cairo, Egypt); M.S., University of Wisconsin-Madison

Ivanov, Andrey (2014); Assistant Professor, History, Department of History; B.A., Fresno Pacific University; M.A., Ph.D., Yale University

Jacobs, Michael D. (2004); Associate Professor, History, Department of History; B.A., Ball State University; M.A., Marquette University

Jarrard, James L. (2005); Senior Lecturer, Business, School of Business; B.A., Loras College; M.B.A., University of Iowa

Juedes, Timothy J. (2014); Lecturer, Criminal Justice, Department of Criminal Justice; B.S., MFS, University of Wisconsin-Platteville; WI Law Enforcement Academy, Fox Valley Technical College

Jungblut, James (2018); Lecturer, English, Department of Humanities; M.S. TESOL, Concordia University

Kabir, Asif K. (2016); Lecturer, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Bangladesh University of Engineering and Technology; Ph.D., North Carolina A and T State University

Kadjo, Lucie A. (2016); Assistant Professor, Agribusiness, School of Agriculture; B.S., University of Hassan I of Morocco (Morocco); M.S., Ph.D., University of Florida

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

Kakde, Ela (2018); Lecturer, Geography, Department of Geography; B.S., M.S., Ohio State University

Kalish, Catherine S. (2018); Associate Professor, English, Department of Humanities; B.A., University of Wisconsin-Madison; M.A., Ph.D., Marquette University

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

Kelsey, Letha A. (2008); Associate Professor, Art, Department of Performing and Visual Arts; B.F.A., Minnesota State University; M.F.A., University of Wisconsin-Madison

Kerkenbush, Roger (2018); Assistant Professor, Accounting, School of Business; B.B.A., University of Wisconsin-Whitewater; M.S., University of Wisconsin-Whitewater

King Jr., Frank C. (2014); Assistant Professor, Ethnic Studies, Department of Social Sciences; B.A., Eastern Washington University; Ph.D., Washington State University

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

Klavins, Sharon D. (2005); Associate Professor, Biology, Department of Biology; B.A., Duke University; M.S., Ph.D., Southern Illinois University
Klockow, Stephanie (2017); Lecturer, Music, Department of Performing and Visual Arts; B.M., University of Wisconsin-Madison; M.A., Mount Mary College

Kobayashi, Hirohito (2013); Associate Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Waseda University (Japan); M.S., Ph.D., University of Wisconsin-Madison

Koch, Roberta L. (2010); Senior Lecturer, Physics, Department of Engineering Physics; B.S., M.S., Illinois Institute of Technology

Kohler-Busch, Madelon (2011); Associate Professor, German, Department of Humanities; M.A., Ph.D., University of Wisconsin-Madison

Krebs-Byrne, Ann M. (2013); Coordinator and Lecturer, Teacher Education, School of Education; B.S., University of Wisconsin-Whitewater; TESOL Certification: Edgewood College; M.S.E., University of Wisconsin-Platteville

Krings, Benjamin (2018); Assistant Professor, Exercise Science, Department of Health and Human Performance; B.S., University of Wisconsin-Eau Claire; M.S., University of Wisconsin-La Crosse

Kronick, Harry N. (2004); Senior Lecturer, English, Department of Humanities; B.A., Manhattan College; M.A., University of Michigan

Krueger, George B. (2011); Associate Professor, Business Administration, School of Business; B.S., University of Wisconsin-Platteville; M.B.A., East Tennessee State University; D.B.A., Taft University

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

Kuhlmann, Annette (1994); Professor, Sociology, Department of Social Sciences; M.A., Ph.D., University of Kansas-Lawrence

Kwon, Miyeon (2004); Professor, Mathematics, Department of Mathematics; B.Ed., M.Ed., Korea National University of Education; M.A., Ph.D., University of Alabama

Lafay, John J. (2012); Lecturer, Industrial Studies, Department of Industrial Studies; B.I.M., Milwaukee School of Engineering; M.B.A., Marquette University

Lammers, Peter J. (2015); Assistant Professor, Animal Science, School of Agriculture; B.S., University of Wisconsin-River Falls; M.S., Ph.D., Iowa State University

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

Larson, Evan (2009); Associate Professor, Department of Geography; B.A., Willamette University; M.S., University of Tennessee; Ph.D., University of Minnesota

Lee, Dawn (2014); Lecturer, Environmental Horticulture, School of Agriculture; Manager, Pioneer Greenhouse and Gardens, School of Agriculture; B.S., University of Wisconsin-Platteville; M.S., Colorado State University

Lee, Joong-Jae (2000); Professor, History, Department of History; B.S., Iowa State University; B.A., Korea University; Ph.D., New York University

Lee, Sangwook (2015); Assistant Professor, Building Construction Management, Department of Industrial Studies; B.S., Chung-Ang University (South Korea); M.S., Ph.D., Purdue University

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

Leiter, Deborah (2017); Lecturer, Speech, Department of Performing and Visual Arts; Ph.D., Purdue University

Lemon-Rogers, Misty J. (2010); Senior Lecturer, Business, School of Business; B.A., Western Illinois University; M.A., Marycrest International University; Ed.D., Argosy University

Lenzi, Mary E. (2001); Associate Professor, Philosophy, Department of Humanities; B.A., Bryn Mawr College; Ph.D., University of Pennsylvania

Lerner, Anne-Marie (2008); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Washington University; M.S., Ph.D., Georgia Institute of Technology

Lessig, Colin (2010); Senior Lecturer, English, Department of Humanities; B.A., Elon University; M.F.A., Florida State University

LeSuer, William (2016); Assistant Professor, Criminal Justice, Department of Criminal Justice; M.A., University of Cincinnati

Levenstein, Mark E. (2016); Assistant Professor, Biology, Department of Biology; B.A., Johns Hopkins University; Ph.D., University of California
Li, Qiong (2001); Professor, Chemistry, Department of Chemistry; Chair, Department of Chemistry; B.S., Inner Mongolia Normal University (China); M.S., Research Institute of Petroleum Processing-Beijing

Li, Wei (2003); Professor, Physics, Department of Engineering Physics; B.S., Jilin University (China); M.S., Nankai University (China); Ph.D., University of Waterloo (Canada)

Lian, Yunshan (2014); Assistant Professor, Business, School of Business; M.B.A., Saint Leo University; D.B.A., Nova Southeastern University

Lienert, Keith (2010); Lecturer, Music, Department of Performing and Visual Arts; B.M., Northern Illinois University; M.M., Arizona State University; D.M.A., University of Wisconsin-Madison

Lindahl, Gary (2012); Lecturer, Computer Science, Department of Computer Science and Software Engineering; Associate I.S. Specialist, College of EMS Student Success Programs; B.F.A., B.S., Mankato State University; M.F.A., University of Illinois

Liu, Xiaotong (2018); Assistant Professor, Supply Chain Management, School of Business; M.S., Southern Methodist University; Ph.D., University of North Texas

Ljumanovic, Lea (2014); Lecturer, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S.E., M.S., M.S., University of Iowa

Ljumanovic, Leonida (2008); Professor, Mathematics, Department of Mathematics; B.S., M.S., University of Iowa

Loeffelholz, Julie (2012); Lecturer, Industrial Studies, Department of Industrial Studies; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Whitewater

Lutz, Zoie E. (1993); Professor, Communication and Theater Arts, Department of Performing and Visual Arts; B.S., University of Wisconsin-La Crosse; M.F.A., University of Wisconsin-Madison

Ma, Xiaoguang (2018); Assistant Professor, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., Tsinghua University; M.S., Chinese Academy of Sciences; Ph.D., Florida State University

Mackenzie, Ian (2019); Assistant Professor, Chemistry, Department of Chemistry; B.S., Geneva College

Mackey, Corey (2013); Assistant Professor, Music, Department of Performing and Visual Arts; B.M., Northern Arizona University; M.M., University of Minnesota; D.M.A., University of Cincinnati Conservatory of Music

Mahun, Gerald (2014); Lecturer, Civil Engineering, Department of Civil and Environmental Engineering; B.S., M.S., University of Wisconsin-Madison

Marciniec, Peggy V. (2013); Associate Professor, Teacher Education, School of Education; B.S., Illinois State University; M.S., Ed.D., Northern Illinois University

Marni, Farzana (2014); Lecturer, Chemistry, Department of Chemistry; B.S., M.S., University of Dhaka (Bangladesh); Ph.D., Oita University (Japan)

Marsteller, Brian (2015); Lecturer, Physics, Department of Engineering Physics; B.S., UC Davis; M.S., Ph.D., Michigan State University

Masoom, Fahmida R. (1998); Senior Lecturer, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Rajshahi, (Bangladesh); M.S., University of Wisconsin-Madison

Masoom, Abulkhair M. (1990); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., University of Engineering and Technology (Bangladesh); M.E., Carleton University (Canada); M.S., Ph.D., University of Wisconsin-Madison

McDermott, Jodi L. (1995); Assistant Dean, College of Business, Industry, Life Science, and Agriculture; B.S., M.S.E., University of Wisconsin-Platteville; Ed.D., Edgewood College

McLanahan, Aric L. (2014); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Eastern Washington University; M.S., Ph.D., Washington State University

Melin, Scott (2017); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Michigan Technological University; M.S., Ph.D., University of Wisconsin-Madison

Mendis, Chanaka (2004); Assistant Provost, Academic Affairs, Professor, Chemistry, Department of Chemistry; B.S., State University of New York at Old Westbury; M.S., Ph.D., Georgetown University

Metzloff, Kyle E. (1998); Professor, Industrial Studies, Department of Industrial Studies; B.S., University of Missouri-Rolla; M.S., Ph.D., University of Wisconsin-Madison
Meulbroek Fick, Jessica P. (2011); Associate Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., University of Wisconsin-Platteville; M.S., Ph.D., The Johns Hopkins University

Michaels, Matthew (2015); Lecturer, Criminal Justice, Department of Criminal Justice; Institutional Planner, Office of Institutional Research, Academic Affairs; B.S., Mary Washington College; Graduate Certificate of Survey Design and Data Analysis, George Washington University; M.A., New School for Social Research

Miner, Mark (2014); Assistant Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Stout.

Moiz, Syed M. (2006); Associate Professor, Accounting, Department of Business and Accounting; M.B.A., University of Karachi (Pakistan); M.B.A., Minnesota State University

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

Moninski, Richard J. (2001); Distinguished Lecturer, Art, Department of Performing and Visual Arts; B.F.A., University of Massachusetts; M.F.A., University at Albany, SUNY

Montgomery, Tera (2009); Professor, Agriculture, School of Agriculture; Faculty Chair, Dairy Science, School of Agriculture; B.S., University of Wisconsin-River Falls; M.S., University of Maryland; Ph.D., University of Illinois at Urbana-Champaign

Mullikin, Aleta (2014); Lecturer, Business, School of Business; B.S. University of Wisconsin-Platteville; M.B.A. University of Dubuque

Munz, Ryan (2008); Assistant Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., M.S., University of Wisconsin-Platteville

Murray, Dale F. (2007); Associate Professor, Philosophy, Department of Humanities; B.A., Bowdoin College; Ph.D., University of Wisconsin-Madison

Muslu, Zehra (1998); Senior Lecturer, Mathematics, Department of Mathematics; B.S., Yildiz University (Turkey); B.S., M.S., University of Wisconsin-Platteville

Muslu, Mesut (1986); Professor, Electrical Engineering, Department of Electrical and Computer Engineering; Program Coordinator, Sustainable and Renewable Energy Systems, College of Engineering, Mathematics, and Science; B.S., Middle East Technical University (Turkey); M.S., Ph.D., University of Missouri-Rolla; Registered Professional Engineer

Nelson, Gregory T. (2012); Assistant Professor, Art, Department of Performing and Visual Arts; B.F.A., Minnesota College of Art and Design; M.A., Syracuse University

Nelson, Travis (2010); Interim Chair, Department of Geography/Geology; Associate Professor, Political Science, Department of Social Sciences; B.A., St. Olaf College; M.A., Ph. D., University of Wisconsin-Madison

Nemmetz, Amy (2007); Associate Professor, Criminal Justice, Department of Criminal Justice; B.S., M.S., University of Wisconsin-Platteville; Ph.D., Capella University

Norin, Kevan B. (2010); Associate Lecturer, Forensic Investigation, Department of Criminal Justice; B.S., University of Wisconsin-Platteville

Ngwagwe, Louis I. (1991); Professor, Business Administration, School of Business; B.S., Alcorn State University; M.B.A., Morgan State University; M.Ed., University of Southern Mississippi

O'Brien, Daniel (2012); Lecturer, Art, Department of Performing and Visual Arts; B.F.A., M.F.A., School of Art Institute of Chicago

Obielodan, Florence (2011); Senior Lecturer, Mathematics, Department of Mathematics; B.S., University of Ilorin (Nigeria); M.S., Utah State University

Obielodan, John O. (2011); Associate Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.E., University of Ilorin (Nigeria); Ph.D., Utah State University

Olson, David J. (2017); Assistant Professor, Biology, Department of Biology; B.S., Ph.D., University of Wisconsin-Madison

Omwando, Thomas (2017); Lecturer, Industrial Engineering, Departments of Mechanical and Industrial Engineering and General Engineering; B.S., M.S., Moi University (Kenya); Ph.D., University of Wisconsin-Milwaukee

Ostergaard, Tyler (2015); Assistant Professor, Art, Department of Performing and Visual Arts; B.A., Grinnell University; M.A., Tufts University; Ph.D., University of Iowa
Owusu-Ababio, Samuel (1991); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., University of Science and Technology (Ghana, West Africa); M.S., Ph.D., University of Massachusetts at Amherst

P

Paler, Mary Elvi A. (2015); Assistant Professor, Mathematics, Department of Mathematics; M.S., University of the Philippines (Los Banos); M.S., Ph.D., Bowling Green State University

Parker, Philip J. (1998); Interim Associate Dean, College of Engineering, Mathematics and Science; Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., Ph.D., Clarkson University

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

Patient, Grant T. (2016); Lecturer, Criminal Justice, Department of Criminal Justice; B.S., M.S., Northern Michigan University

Pawl, Andrew (2010); Associate Professor, Engineering Physics, Department of Engineering Physics; Chair, Engineering Physics, Department of Engineering Physics; Ph.D., University of Michigan-Ann Arbor.

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

Pelucchi, Bruna (2018); Lecturer, Chemistry, Department of Chemistry; Ph.D., University of Ferrara, Italy

Peng, Zhifang (2010); Associate Professor, Economics, School of Business; B.S., Central University for Nationalities; M.A., Northeast Normal University; M.A., Eastern Illinois University

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

Peterson, Vikki A. (2015); Lecturer, Biology, Department of Biology; B.S., Christopher Newport University; M.S., Auburn University

Peterson, John (2013); Associate Professor, Biology, Department of Biology; B.S., Michigan State University; Ph.D., Auburn University

Pied, Claudine (2013); Associate Professor, Sociology, Department of Social Sciences; Coordinator, Social and Environmental Justice Program; A.B., Bowdoin College; Ph.D., City University of New York

Pitcher, Thomas (2012); Lecturer, English, Department of Humanities; B.A., B.A., University of Wisconsin-Platteville; M.A., University of Minnesota

Pluemer, Karen A. (2012); Senior Lecturer, English, Department of Humanities; B.A., University of Wisconsin-Platteville; M.A., Loras College

Plumb, Andrew (2014); Lecturer, Engineering Physics, Department of Engineering Physics; B.S., University of Iowa; M.S., Ph.D., University of Wisconsin-Madison

Polebitski, Austin (2012); Associate Professor, Environmental Engineering, Department of Civil and Environmental Engineering; B.S., Seattle University; M.S., Ph.D., University of Washington

Premadasa, A.K. Kirthi (2008); Professor, Mathematics, Department of Mathematics; B.S.c(special degree), University of Colombo - Sri Lanka; M.S., Ph.D., Purdue University

Prosise, Jodi (2019); Chair, Department of Mechanical and Industrial Engineering; Professor, Department of Mechanical and Industrial Engineering; Ph.D., University of Minnesota

Pugh, Raymond (2017); Assistant Professor, Chemistry, Department of Chemistry; B.S., Millersville University; Ph.D., Lehigh University

Pugh, Samantha (2018); Lecturer, Chemistry, Department of Chemistry; Ph.D., Lehigh University

Pulkrabek, Kimberly (2011); Lecturer, Chemistry, Department of Chemistry; B.S., Kalamazoo College; M.S., University of Wisconsin-Madison

R

Rabbani, Mohammad (2014); Assistant Professor, Chemistry, Department of Chemistry; B.S., M.S., University of Dhaka (Bangladesh); Ph.D., Osaka City University (Japan)

Rabidoux, Katherine C. (2015); Assistant Professor, Engineering Physics, Department of Engineering Physics; B.S., Michigan State University; Ph.D., University of West Virginia

Ragaby, Amr El (2017); Assistant Professor, Civil Engineering, Department of Civil and Environmental Engineering; Ph.D., University of Sherbrooke (Canada)
Reddy, Avuthu Rami (1999); Professor, Agriculture, School of Agriculture; Director, School of Agriculture; B.Sc., Andhra Pradesh Agricultural University (India); M.B.A., Fort Hays State University; M.B.A., Nagarjuna University (India)

Reimann, Kyle (2017); Lecturer, Criminal Justice, Department of Criminal Justice; B.S., University of Wisconsin-River Falls; J.D., Regent University

Reinstein, Jesse G. (1968); Senior Lecturer, Chemistry, Department of Chemistry; B.A., Hunter College; Ph.D., University of Kansas

Reuter, Victoria (2013); Associate Professor, Mathematics, Department of Mathematics; B.A., St. Olaf College; Ph.D., University of Illinois at Urbana-Champaign

Reynoso, Jr., Enrique (2016); Assistant Professor, English, Department of Humanities; B.A., University of Texas Pan American; M.A., Purdue University

Rimel, Eric W. (2008); Assistant Professor, Industrial Studies, Department of Industrial Studies; B.S., M.Ed., University of Idaho.

Ringgenberg, Renee (2005); Senior Lecturer, Health and Human Performance, School of Education; B.S., University of Wisconsin-La Crosse; M.S.E., University of Wisconsin-Platteville

Ringgenberg, Scott W. (2000); Associate Professor, Health and Human Performance, School of Education; B.S., M.S., University of Wisconsin-La Crosse; Ed.D., Edgewood College

Romesburg, James E. (2013); Associate Professor, English, Department of Humanities; B.A., M.A., Clemson University; Ph.D., University of Louisville

Roopeai, Mehdi (2018); Assistant Professor, Electrical/Computer Engineering, Department of Electrical and Computer Engineering; B.S., M.S., Ph.D., Shiraz University Iran

Rotzenberg, Chris (2007); Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., University of Wisconsin-Whitewater; M.S., University of Wisconsin-La Crosse

Rowland, Daniel (2018); Assistant Professor, Low Brass/Instrumental, Department of Performing and Visual Arts; M.A., University of Northern Iowa; D.Mus, Florida State University

Roy, Bidhan (2009); Associate Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., University of Calcutta (India); M.S., Indian Institute of Technology (India); Ph.D., University of Illinois at Urbana-Champaign

Rubino, Edoardo (2017); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; Ph.D., Southern Methodist University

Safari-Shad, Nader (2001); Professor, Electrical Engineering, Department of Electrical and Computer Engineering; B.S., M.S., Oregon State University; Ph.D., University of Wisconsin-Madison

Sapleton, Shan (2013); Associate Professor, Political Science, Department of Social Sciences; B.A., University of the West Indies; M.A., Ph.D., University of Oklahoma

Savage-Day, Susan (2011); Associate Professor, Music, Department of Performing and Visual Arts; B.A., University of Wisconsin-Platteville; M.M., D.M.A., UW-Madison

Schlicht, Michael (2013); Lecturer, Forensic Investigation, Department of Criminal Justice; B.S., M.S., University of Wisconsin-Platteville

Schmitt, Robert L. (1998); Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., M.S., Purdue University; Ph.D., University of Wisconsin-Madison

Schmitz, Ryan T. (2015); Senior Lecturer, Biology, Department of Biology; A.A.S. Morrison Institute of Technology; B.A., Biology, St. Olaf College; B.S., University of Wisconsin-Platteville

Schulenburg, Chris (2007); Professor, Foreign Languages (Spanish), Department of Humanities; B.A., University of Wisconsin-Madison; M.A., University of Colorado; Ph.D., UW-Madison

Seals, Marc T. (2006); Associate Professor, English, Department of Humanities; B.S., Florida State University; M.A., University College London; Ph.D., University of South Florida

Sealy, Philip J. (1998); Professor, Electrical Engineering, Department of Electrical and Computer Engineering; Chair, Department of Electrical and Computer Engineering; Program Coordinator, Collaborative Engineering; B.S., M.S., Ph.D., UW-Madison

Selent, Douglas (2018); Assistant Professor, Computer Science and Software Engineering, Department of Computer Science and Software Engineering; B.S., Merrimack College; M.S., Rivier University; Ph.D., Worcester Polytechnic Institute
Sharkey, Michael (2006); Professor, Philosophy, Department of Humanities; B.A., University of Notre Dame; M.A., Ph.D., Fordham University

Shepherd, Robert (2012); Lecturer, Music, Department of Performing and Visual Arts; B.S., University of Wisconsin-Platteville; M.S., SUNY-Fredonia

Shi, Yan (2011); Associate Professor, Software Engineering, Department of Computer Science and Software Engineering; Program Coordinator, Software Engineering, Department of Computer Science and Software Engineering; Ph.D., University of Texas

Shrestha, Namita (2018); Lecturer, Civil Engineering, Department of Civil and Environmental Engineering; M.S., Ph.D., South Dakota School of Mines and Technology

Siddiqui, Gohar (2014); Assistant Professor, English, Department of Humanities; B.A., M.A., University of Delhi (India); M.A., Bridgewater State College; Ph.D., Syracuse University

Siddiqui, Mohammed A. (2016); Senior Lecturer, Biology, Department of Biology; D.V.M., M.S., Ph.D., Agricultural University (Bangladesh)

Snyder, Robert J. (2000); Professor, Media Studies, School of Business; B.S., UW-Oshkosh; M.A., Ph.D., Ohio University

Solar, Patrick (2013); Associate Professor, Criminal Justice, Department of Criminal Justice; M.P.A., Ph.D., Northern Illinois University

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

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

Sossaman, Travis A. (2016); Assistant Professor, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Madison

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

Stackman, Valerie (2014); Associate Professor, Criminal Justice, Department of Criminal Justice; B.A., St. John Fisher College; M.A., Ph.D., Howard University

Stankovich, Wendy S. (2004); Senior Lecturer, Biology, Department of Biology; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Milwaukee

Stanley, Caryl M. (2017); Assistant Professor, Business and Accounting, School of Business; Coordinator, Organizational Change Leadership, Distance Learning Coordinator, Division of Professional Studies; B.A., Millikin University; M.A., University of Phoenix; D.A., Baker College

Stanley, Adam C. (2005); Professor, History, Department of History; Chair, Department of History; B.A., Millikin University; M.A., Ph.D., Purdue University

Stanov, Igor (2012); Associate Professor, Electrical Engineering, Department of Electrical and Computer Engineering; Diploma of Electrical Engineering (Serbia); M.S., Ph.D., New Jersey Institute of Technology

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

Steiner, Charles (2007); Professor, Agriculture, School of Agriculture; Director, Pioneer Farm, School of Agriculture; B.S., M.S., University of Wisconsin-Platteville; Ph.D., Iowa State University

Stich, Gerald L. (2012); Professor Emeritus, Music, Department of Performing and Visual Arts

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

Stoltenow, Anne (2017); Associate Lecturer, English, Department of Humanities

Storlie, Christine (2008); Instructional Program Manager II, Undergraduate Online Business Administration, School of Business; Lecturer, Business and Accounting, School of Business; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., Capella University

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

Strange, Jeffrey (2012); Assistant Professor, Theatre, Department of Performing and Visual Arts; A.A., Sinclair Community College; B.F.A., East Carolina University; M.F.A., Wayne State University

Strange, Sarah (2017); Senior Lecturer, Theatre, Department of Performing and Visual Arts; B.S, Southern Illinois University; M.F.A., University of Wisconsin-Madison
Strobl, Staci (2015); Professor, Criminal Justice, Department of Criminal Justice; Interim Assistant Dean, College of Liberal Arts and Education; B.A., Cornell University; M.A., John Jay College of Criminal Justice; Ph.D., City University of New York

Swallen, Stephen F. (2017); Assistant Professor, Chemistry, Department of Chemistry; B.S., Bates College; Ph.D., Stanford University

Swan, Marshall S. (2017); Lecturer, Industrial Studies, Department of Industrial Studies; B.S., University of Wisconsin-Stout

Swenson, Susanna A. (2012); Lecturer, Health and Human Performance, School of Education; B.A., Carthage College; M.Ed., Iowa State University

Swenson, Timothy (2008); Assistant Professor, Health and Human Performance, School of Education; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-La Crosse

Swenson, James A. (2005); Professor, Mathematics, Department of Mathematics; B.A., Augusta College; M.S., Ph.D., University of Minnesota

T

Tas, Pamela (2017); Assistant Professor, Sustainable and Renewable Energy, Department of Electrical and Computer Engineering; B.S., Ph.D., University of Wisconsin-Madison

Tas, Sinan (2016); Assistant Professor, Industrial Engineering, Department of Mechanical and Industrial Engineering; B.S., Turkish Naval Academy (Istanbul); M.S., University of Michigan; Ph.D., University of Wisconsin-Madison

Tebbe, Jeffery J. (2005); Senior Lecturer, Speech, Department of Performing and Visual Arts; B.A., Briar Cliff College; M.S., University of Wisconsin-Platteville

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

Teng, Hong (2008); Associate Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., East China Normal University (China); M.S., Shanghai Jiao Tong University (China); M.S., Marquette University

Tesdahl, Eugene R. (2014); Assistant Professor, History, Department of History; B.A., Luther College; M.A., Miami University; Ph.D., University of Colorado

Thompson, M. Keith (2004); Assistant Dean for Academic Services, College of Engineering, Mathematics, and Science; Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., North Carolina State; M.S., Ph.D., University of Texas-Austin

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

Tong, Yi (2017); Lecturer, Philosophy, Department of Humanities; M.A., Ph.D., University of Minnesota

Tovella, Alexa (2018); Lecturer, Health and Human Performance, School of Education; B.S., Barton College; M.Ed., Edgewood College

Trewin, Amanda L. (2001); Professor, Biology, Department of Biology; Chair, Department of Biology; B.S., University of Wisconsin-Platteville; M.S., Ph.D., University of Wisconsin-Milwaukee

Trovella, Alexandra M. (2015); Interim Assistant Women’s Basketball Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., Barton College; M.Ed., Edgewood College

Tucker, Amanda (2008); Associate Professor, English, Department of Humanities; B.A., M.A., University of North Texas

Turner, Nancy L. (1996); Professor, History, Department of History; B.A., University of Missouri; M.A., Ph.D., University of Iowa

U

Udelhoven, Rita (1998); Lecturer, Psychology, Department of Psychology; Advisor, Adult Education, School of Education; B.S., University of Wisconsin-Platteville; M.A., Loras College

Ul-Haq, Irfan (2005); Professor, Mathematics, Department of Mathematics; M.S., Punjab University (Pakistan); M.S., University of Alabama at Huntsville; Ph.D., University of Alabama at Tuscaloosa

Underwood, Christopher A. (2015); Chair, Department of Geography; Associate Professor, Geography, Department of Geography; B.S., East Tennessee State University; M.S., Ph.D., University of Tennessee
Valiga, James (2012); Lecturer, Geography, Department of Geography; B.S., University of Wisconsin-Stevens Point; M.S., University of Wisconsin-Madison

Van Der Wilt, Julie (2018); Assistant Professor, Agribusiness, School of Agriculture; M.B.A., D.B.A., University of Wisconsin-Whitewater

Van Paemel, Catherine (2001); Senior Lecturer, Foreign Languages (Spanish), Department of Humanities; B.A., Wartburg College; M.A., University of Northern Iowa

Vance, Tiffany C. (2001); Senior Lecturer, Speech, Department of Visual and Performing Arts; B.A., University of Wisconsin-Platteville; M.F.A., University of Illinois

Vance, Steve R. (1993); Professor, Art, Department of Performing and Visual Arts; B.F.A., Oklahoma State University; M.F.A., School of Visual Arts

Venkateshwaran, Muthusubramanian (2013); Associate Professor, Soils and Crop Science, School of Agriculture; B.S., Tamil Nadu Agricultural University (India); Acharya N.G., Ranga Agricultural University (India); Ph.D., University of Wisconsin-Madison

Wackwitz, Daniel (2015); Assistant Professor, Mathematics, Department of Mathematics; B.S., University of Wisconsin-Eau Claire; Ph.D., University of Iowa

Wang, Judith J. (1992); Lecturer, Psychology, Department of Psychology; B.S., University of Wisconsin-Madison; B.A., M.S.E., University of Wisconsin-Platteville

Wang, Xiaohong (2015); Assistant Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., Zhongshan University (China); M.A.S., University of Ottawa; Ph.D., University of Waterloo

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

Weber, Wayne C. (1997); Dean, College of Business, Industry, Life Science, and Agriculture; Professor, Biology, Department of Biology; B.S., M.S., Ph.D., Colorado State University

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

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

White, Martin (2004); Lecturer, Industrial Studies, Department of Industrial Studies; B.S., M.S., University of Wisconsin-Platteville

White, Scott A. (1980); Professor, Business Administration, School of Business; B.S., University of Nebraska-Lincoln; J.D., Creighton University

Wilbur, Christopher (2016); Associate Professor, Psychology, Department of Psychology; B.Sc., M.A., Ph.D., University of Western Ontario

Wills, Sheryl L. (1994); Professor, Mathematics, Department of Mathematics; B.S., M.S., Ph.D., Northern Illinois University

Wilson, Craig (2018); Dean, Distance, Continuing, and Graduate Education; Ph.D., Bowling Green State University

Wilson, Megan (2010); Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., M.S.E., University of Wisconsin-Stevens Point

Wilson, D. Joanne (1986); Provost and Vice Chancellor for Academic Affairs; Professor, General Engineering, Department of General Engineering; B.A., University of California-San Diego; M.S., Ph.D., University of Nebraska-Lincoln

Wright, Kristopher K. (2001); Professor, Biology, Department of Biology; B.S., University of Wisconsin-Madison; M.S., Ph.D., Oregon State University

Wu, Tsunghsuch (2008); Associate Professor, Chemistry, Department of Chemistry and Engineering Physics; B.S., Michigan Technological University; Ph.D., Auburn University

Wu, Yanchen (2009); Associate Professor, Physics, Department of Engineering Physics; M.S., University of Alabama at Tuscaloosa; Ph.D., University of Illinois at Urbana-Champaign

Xiao, Xingqiang (2015); Assistant Professor, Civil Engineering, Department of Civil and Environmental Engineering; B.S., Southwest Petroleum University (China); M.S., Southwest Jiaotong University (China); Ph.D., University of Arkansas
Y

Yanez, Sonia (2018); Lecturer, English, Department of Humanities; M.A. Edu; M.A., University of South Dakota

Yang, Fang (2013); Associate Professor, Electrical Engineering, Department of Electrical and Computer Engineering; M.S., North China Electric Power University; M.S., Tennessee Technology University; Ph.D., Georgia Institute of Technology

Young, Andres (2013); Assistant Coach, Intercollegiate Athletics; Lecturer, Health and Human Performance, School of Education; B.S., University of Wisconsin-Platteville; M.S.E., Northern Illinois University

Yu, Bo (2016); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Henan University of Science and Technology; M.S., Ph.D., Southern Illinois University

Yue, Songqing (Joshua) (2016); Assistant Professor, Computer Science and Software Engineering, Department of Computer Science and Software Engineering; B.S., China University of Mining and Technology (China); M.S., Ph.D., University of Alabama

Yunck, Steve A. (2008); Professor, Media Studies, School of Business; B.F.A., UW-Stevens Point; M.A., M.F.A., UW-Madison

Z

Zampaloni, Michael A. (2007); Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., M.S., Ph.D., Michigan State University

Zidon, Mark G. (1990); Professor, Agricultural Industries, School of Agriculture; B.S., M.S., North Dakota State University; Ph.D., Iowa State University

Zolper, Thomas J. (2014); Assistant Professor, Mechanical Engineering, Department of Mechanical and Industrial Engineering; B.S., Northern Illinois University; M.S., Northwestern University

Zolper, Colleen (2018); Lecturer, Academic Support Programs, Enrollment and Student Success; B.S., University of Illinois; M.S., Northern Illinois University

Zorea, Aharon W. (2004); Professor, History, Department of History; B.A., University of Alaska-Anchorage; M.A., Purdue University; Ph.D., Saint Louis University

Zucker, Jenna (2019); Assistant Professor, Psychology, Department of Psychology; B.A., University of Wisconsin-Eau Claire; M.S.E., University of Kansas
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John C. Adams</td>
<td>Economics</td>
</tr>
<tr>
<td>Kahtan Al Yasiri</td>
<td>Economics</td>
</tr>
<tr>
<td>Vernon C. Allsup</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>John E. Ambrosius</td>
<td>Agricultural Industries</td>
</tr>
<tr>
<td>Max L. Anderson</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Swaminathan Balachandran</td>
<td>Industrial Engineering</td>
</tr>
<tr>
<td>Darla M. Banfi</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Debra R. Becker</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Steven A. Becker</td>
<td>Accounting</td>
</tr>
<tr>
<td>Dale K. Bernhardt</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Linda E. Bernhardt</td>
<td>Women's Studies</td>
</tr>
<tr>
<td>John S. Borke</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Linda H. Bouck</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>David Boyles</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Stephanie R. Branson</td>
<td>English</td>
</tr>
<tr>
<td>Patricia L. Bromley</td>
<td>Psychology</td>
</tr>
<tr>
<td>Wendy A. Brooke</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Russell E. Burgett</td>
<td>Education</td>
</tr>
<tr>
<td>Kenneth E. Buttry</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Carol Sue Butts</td>
<td>Administration</td>
</tr>
<tr>
<td>William L. Campbell</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Tamer H. Ceylan</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Franklin D. Cheek</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Charles G. Christison</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Dennis C. Ciesielski</td>
<td>English</td>
</tr>
<tr>
<td>Joseph M. Clifton</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>Jill Clough</td>
<td>Industrial Engineering</td>
</tr>
<tr>
<td>Patricia A. Collins</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Thomas P. Collins</td>
<td>Theatre</td>
</tr>
<tr>
<td>Robert C. Conway</td>
<td>Accounting</td>
</tr>
<tr>
<td>John E. Cottingham</td>
<td>Agricultural Industries</td>
</tr>
<tr>
<td>Steve A. Cullen</td>
<td>Groundskeeper</td>
</tr>
<tr>
<td>Ralph W. Curtis</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Mary Pat Dalles</td>
<td>English</td>
</tr>
<tr>
<td>Barbara M. Daus</td>
<td>International Programs</td>
</tr>
<tr>
<td>Mittie J. Den Herder</td>
<td>Provost</td>
</tr>
<tr>
<td>Edward P. Deneen</td>
<td>Registrar</td>
</tr>
<tr>
<td>Peter M. DiMeglio</td>
<td>History</td>
</tr>
<tr>
<td>Fred E. Domann</td>
<td>Engineering Physics</td>
</tr>
<tr>
<td>Dawn M. Drake</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Vickie L. Dreessens</td>
<td>Student Health Services</td>
</tr>
<tr>
<td>Martha D. Drummond</td>
<td>English</td>
</tr>
<tr>
<td>David M. Drury</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Evelyn M. Duesbury</td>
<td>Accounting</td>
</tr>
<tr>
<td>Elizabeth A. Duewer</td>
<td>Biology</td>
</tr>
<tr>
<td>Jay N. Dykstra</td>
<td>Biology</td>
</tr>
<tr>
<td>Richard W. Egley</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>David Ellestad</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>G. Dan Fairchild</td>
<td>Performing and Visual Arts</td>
</tr>
<tr>
<td>Dale R. Fatzinger</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Harold W. Fenrick</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Robert A. Fidrych</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Ross A. Fiedler</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Barbara A. Gates</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Mohaninder S. Gill</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Roger E. Gottschalk</td>
<td>Art</td>
</tr>
<tr>
<td>Richard W. Graney</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Roxane M. Gunchalk</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Priscilla Hahn</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Robert Hansen</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Dianne M. Hanten</td>
<td>Registrar</td>
</tr>
<tr>
<td>Bernard W. Harris</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Roger E. Hauser</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Machelle Hefel</td>
<td>Business and Accounting</td>
</tr>
<tr>
<td>Susan M. Hellert</td>
<td>History</td>
</tr>
<tr>
<td>Thomas P. Hickey</td>
<td>English</td>
</tr>
<tr>
<td>Roger L. Higgs</td>
<td>Agriculture</td>
</tr>
<tr>
<td>James R. Holler</td>
<td>Biology</td>
</tr>
<tr>
<td>C. Ellsworth Hood</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Roger L. Hoover</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Thomas C. Hunt</td>
<td>Agriculture</td>
</tr>
<tr>
<td>John O. Ifediora</td>
<td>Social Sciences/Economics</td>
</tr>
<tr>
<td>Walter C. Iselin</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Linda R. James</td>
<td>Art</td>
</tr>
<tr>
<td>Clement Jeske</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Patricia Jinkins</td>
<td>Industrial Engineering</td>
</tr>
<tr>
<td>A. Nicholas Johansen</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>Thomas J. Jonas</td>
<td>Speech</td>
</tr>
<tr>
<td>Kenneth G. Kamps</td>
<td>Education</td>
</tr>
<tr>
<td>Kathleen A. Kelley</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Kenneth C. Kilian</td>
<td>Agricultural Sciences</td>
</tr>
<tr>
<td>Deborah J. Kinder</td>
<td>English</td>
</tr>
<tr>
<td>Jack Kirby</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Dwight H. Klaasssen</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Richard A. Klawitter</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Stephen W. Kleisath</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Charles M. Knox</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Eugene V. Korb</td>
<td>Engineering</td>
</tr>
<tr>
<td>Sharon L. Kratsha</td>
<td>Administrative Assistant Criminal Justice</td>
</tr>
<tr>
<td>David N. Kunz</td>
<td>Mechanical and Industrial Engineering</td>
</tr>
<tr>
<td>Carol M. Lange</td>
<td>Education</td>
</tr>
<tr>
<td>Lang-Wah Lee</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Victor M. Levy, Jr.</td>
<td>Education</td>
</tr>
<tr>
<td>Deborah A. Lewis</td>
<td>English</td>
</tr>
<tr>
<td>Michael E. Lewis</td>
<td>Music</td>
</tr>
<tr>
<td>Yong Y. Li</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Robert W. Lind</td>
<td>Physics</td>
</tr>
<tr>
<td>Thomas J. Lindahl</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Terrence L. Liska</td>
<td>Economics</td>
</tr>
<tr>
<td>Thomas Lo Guidice</td>
<td>Education</td>
</tr>
<tr>
<td>Daryl L. Logan</td>
<td>Mechanical and Industrial Engineering</td>
</tr>
<tr>
<td>Joseph B. Lomax</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Kathryn Lomax</td>
<td>Sponsored Programs</td>
</tr>
<tr>
<td>Stanislaw A. Lukowski</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Marian G. Maciej-Hiner</td>
<td>Continuing Education</td>
</tr>
<tr>
<td>Susan M. Mann</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Gediminas S. Marchertas</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>David J. Markee</td>
<td>Administration</td>
</tr>
<tr>
<td>William C. McBeth</td>
<td>Education</td>
</tr>
<tr>
<td>Colleen A. McCabe</td>
<td>Health and Human Performance</td>
</tr>
<tr>
<td>Earl S. McCullough</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Julia K. McDonald</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Michael O. Mee</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Alvin Menninga</td>
<td>English</td>
</tr>
<tr>
<td>Roger J. Meyer</td>
<td>Counseling Services</td>
</tr>
<tr>
<td>Mark S. Meyers</td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td>Joyce F. Miller</td>
<td>Chemistry</td>
</tr>
<tr>
<td>William K. Miller</td>
<td>Psychology</td>
</tr>
<tr>
<td>Milton Mitchell</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mark D. Molesworth</td>
<td>Athletics</td>
</tr>
<tr>
<td>Edwin E. Moore</td>
<td>Education</td>
</tr>
<tr>
<td>Stanley R. Moore</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Judith E. Moriarty</td>
<td>Library Services</td>
</tr>
<tr>
<td>Paul V. Moriarty</td>
<td>Information Services</td>
</tr>
<tr>
<td>James P. Mueller</td>
<td>Auxiliary Services</td>
</tr>
<tr>
<td>Chetna Narayan</td>
<td>Psychology</td>
</tr>
<tr>
<td>Paula M. Nelson</td>
<td>History</td>
</tr>
<tr>
<td>Thomas B. Nelson</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>James R. Nickasch</td>
<td>Physical Education</td>
</tr>
<tr>
<td>John Nkemnji</td>
<td>Education</td>
</tr>
<tr>
<td>Robert P. Nusbaum</td>
<td>Agricultural Sciences</td>
</tr>
<tr>
<td>John N. O'Neill</td>
<td>Communication Technologies</td>
</tr>
<tr>
<td>Esther N. Ofulue</td>
<td>Biology</td>
</tr>
<tr>
<td>David A. Olson</td>
<td>Physical Facilities</td>
</tr>
<tr>
<td>Fred W. Oomens</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Marjon B. Ornstein</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Jerry D. Oxenford</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Gianfranco S. Pagnucci</td>
<td>English</td>
</tr>
<tr>
<td>Dennis J. Palmer</td>
<td>Auxiliary Services</td>
</tr>
<tr>
<td>Barbara Parsons</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Judith E. Paul</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Madonna J. Perkins</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Rebecca L. Peters</td>
<td>Student Success</td>
</tr>
<tr>
<td>Robert A. Phillips</td>
<td>Geography</td>
</tr>
<tr>
<td>Bill L. Potts</td>
<td>Accounting</td>
</tr>
<tr>
<td>Susan G. Price</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Virgil R. Pufahl</td>
<td>Communication Technologies</td>
</tr>
<tr>
<td>Deborah L. Putnam</td>
<td>Dining Services</td>
</tr>
<tr>
<td>Arthur L. Ranney</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Prathivadi B. Ravikumar</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Ronald A. Redwing</td>
<td>Maintenance</td>
</tr>
<tr>
<td>B.J. Reed</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Jesse G. Reinstein</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Joan M. Rekstad</td>
<td>Education</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Deborah L. Rice</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Allan A. Richert</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Joan Riedle</td>
<td>Psychology</td>
</tr>
<tr>
<td>Lisa A. Riedle</td>
<td>College of Engineering, Mathematics and Science</td>
</tr>
<tr>
<td>John R. Rink</td>
<td>Political Science</td>
</tr>
<tr>
<td>Tracey L. Roberts</td>
<td>History</td>
</tr>
<tr>
<td>Dolores J. Rock-Hutcheson</td>
<td>Education</td>
</tr>
<tr>
<td>Kurt C. Rolle</td>
<td>Mechanical and Industrial Engineering</td>
</tr>
<tr>
<td>Edward L. Ross</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>James M. Ross</td>
<td>Art</td>
</tr>
<tr>
<td>Michael C. Rowe</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>David G. Rowley</td>
<td>History</td>
</tr>
<tr>
<td>Charles T. SaLoutos</td>
<td>Education</td>
</tr>
<tr>
<td>William A. Sanders</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Carol A. Sands</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Philip J. Sands</td>
<td>Industrial Engineering</td>
</tr>
<tr>
<td>Thomas N. Scanlan</td>
<td>Computer Science and Software Engineering</td>
</tr>
<tr>
<td>Charles W. Schilling</td>
<td>Business Administration</td>
</tr>
<tr>
<td>William F. Schilling</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Lynn M. Schlager</td>
<td>Mechanical and Industrial Engineering</td>
</tr>
<tr>
<td>Jean E. Schlueter</td>
<td>Student Health Services</td>
</tr>
<tr>
<td>Debra L. Schulman</td>
<td>Athletics</td>
</tr>
<tr>
<td>Richard R. Schumacher</td>
<td>Admissions and Enrollment Management</td>
</tr>
<tr>
<td>Bryan L. Schwark</td>
<td>Library Services</td>
</tr>
<tr>
<td>Piyare L. Sharma</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Marc R. Shelstrom</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Kenneth A. Shubak</td>
<td>Geology</td>
</tr>
<tr>
<td>Richard D. Shultz</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>John C. Simonson</td>
<td>Economics</td>
</tr>
<tr>
<td>Warner K. Smidt</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>George E. Smith</td>
<td>Speech</td>
</tr>
<tr>
<td>Robert O. Sommer</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sandra L. Spofford</td>
<td>Counseling Services</td>
</tr>
<tr>
<td>William K. Spofford</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>Raymond Spoto</td>
<td>Spanish</td>
</tr>
<tr>
<td>Sally N. Standiford</td>
<td>Liberal Arts and Education</td>
</tr>
<tr>
<td>Gloria S. Stephenson</td>
<td>English</td>
</tr>
<tr>
<td>Marsha L. Stewart</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>William A. Stindt</td>
<td>Administrative Services</td>
</tr>
<tr>
<td>DuWayne H. Stuelke</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Mary Jo Stutenberg</td>
<td>Administrative Assistant Computer Science and Software Engineering</td>
</tr>
<tr>
<td>Bheru L. Sukhwal</td>
<td>Geography</td>
</tr>
<tr>
<td>Charles E. Sundin</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Shiv R. Tandon</td>
<td>Biology</td>
</tr>
<tr>
<td>Joseph F. Thomas</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>Kathleen J. Tigerman</td>
<td>English</td>
</tr>
<tr>
<td>F. Dawson Trine</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Elizabeth Tucker</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Kimberly D. Tuescher</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>Frederic W. Tuftte</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Marilyn J. Tuftte</td>
<td>Biology</td>
</tr>
<tr>
<td>Jamir Uddin</td>
<td>Accounting</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>V. John Vacca</td>
<td>English</td>
</tr>
<tr>
<td>Thomas J. Vail</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>David P. Van Buren</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Sue A. Vavricka</td>
<td>Administrative Assistant Psychology</td>
</tr>
<tr>
<td>Mari A. Vice</td>
<td>Geology</td>
</tr>
<tr>
<td>Michael A. Viney</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Rhonda L. Viney</td>
<td>Student Housing</td>
</tr>
<tr>
<td>Vernon G. Vradenburg</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Yuan-Ling (David) Wang</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Thomas A. Waters</td>
<td>Political Science</td>
</tr>
<tr>
<td>Richard A. Wetzel</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Mary Rose Williams</td>
<td>Communication Technologies</td>
</tr>
<tr>
<td>Jerome J. Wilson</td>
<td>Physics</td>
</tr>
<tr>
<td>Kaye S. Winder</td>
<td>Art</td>
</tr>
<tr>
<td>Kathryn A. Winz</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Marc K. Wruble</td>
<td>Psychology</td>
</tr>
<tr>
<td>Qi Yang</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Kay T. Young</td>
<td>Library Services</td>
</tr>
<tr>
<td>Philip W. Young</td>
<td>Physics</td>
</tr>
<tr>
<td>Roderick W. Zentner</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Stephen P. Zielke</td>
<td>Administration</td>
</tr>
<tr>
<td>David L. Zierath</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
# INDEX

## A

- About University of Wisconsin-Platteville ......................................................... 6
- About the UW-Platteville Graduate Catalog ........................................................ 4
- About University of Wisconsin-Platteville .......................................................... 76
- Accounting (ACCTING) ....................................................................................... 105
- Admission into the School of Graduate Studies .................................................. 7
- Admission Policies and Procedures ..................................................................... 76
- Agricultural Industries (AGINDUS) .................................................................... 36
- Agricultural Sciences (AGSCI) ............................................................................. 37
- Art (ART) ............................................................................................................. 37

## B

- Biology (BIOLOGY) ................................................................................................. 38
- Business Administration (BUSADMIN) .................................................................. 38
- Business Administration (BUSADMIN) ............................................................... 105

## C

- Chemistry (CHEMSTRY) ...................................................................................... 40
- Computer Science (COMPUTER) ......................................................................... 41
- Counseling Education (COUNSELD) ................................................................... 43
- Counseling Education (COUNSELD) ................................................................. 107
- Course Descriptions ............................................................................................ 35
- Course Descriptions ............................................................................................ 104
- Courses ................................................................................................................. 36
- Courses ................................................................................................................. 104
- Criminal Justice (CRIMLJUS) ............................................................................ 47
- Criminal Justice (CRIMLJUS) ............................................................................ 107

## D

- Degrees and Programs ......................................................................................... 16
- Dining Services ...................................................................................................... 24
- Discontinuation of Inactive Students .................................................................. 21
- Discontinuation of Inactive Students .................................................................. 86
- Distance Education Leadership (DEL) ................................................................. 109

## E

- Earning an Online Master's Degree from UW-Platteville .................................... 74
- Economics (ECONOMIC) ..................................................................................... 49
- Emeriti Faculty and Staff ...................................................................................... 143
- Engineering (ENGRG) ......................................................................................... 111
- English (ENGLISH) ............................................................................................... 49
- Ethnic Studies (ETHNSTDY) ............................................................................... 51
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>127</td>
</tr>
<tr>
<td>Faculty and Academic Staff</td>
<td>127</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>15</td>
</tr>
<tr>
<td>Financial Information</td>
<td>13</td>
</tr>
<tr>
<td>Financial Information</td>
<td>82</td>
</tr>
<tr>
<td>French (FRENCH)</td>
<td>51</td>
</tr>
<tr>
<td>G</td>
<td>74</td>
</tr>
<tr>
<td>General Information</td>
<td>74</td>
</tr>
<tr>
<td>General Requirements for On Campus Master's Degrees</td>
<td>16</td>
</tr>
<tr>
<td>General Requirements for Online Master's Degrees</td>
<td>83</td>
</tr>
<tr>
<td>Geography (GEOGPHY)</td>
<td>51</td>
</tr>
<tr>
<td>Geology (GEOLOGY)</td>
<td>52</td>
</tr>
<tr>
<td>German (GERMAN)</td>
<td>52</td>
</tr>
<tr>
<td>Glossary</td>
<td>70</td>
</tr>
<tr>
<td>Glossary</td>
<td>124</td>
</tr>
<tr>
<td>Grades</td>
<td>12</td>
</tr>
<tr>
<td>Grades</td>
<td>81</td>
</tr>
<tr>
<td>Graduate</td>
<td>4</td>
</tr>
<tr>
<td>Graduate-Distance Learning</td>
<td>74</td>
</tr>
<tr>
<td>H</td>
<td>52</td>
</tr>
<tr>
<td>Health and Human Performance (HHP)</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare Administration (HCA)</td>
<td>115</td>
</tr>
<tr>
<td>History (HISTORY)</td>
<td>53</td>
</tr>
<tr>
<td>I</td>
<td>54</td>
</tr>
<tr>
<td>Industrial Studies (INDUSTDY)</td>
<td>54</td>
</tr>
<tr>
<td>Industrial Studies (INDUSTDY)</td>
<td>116</td>
</tr>
<tr>
<td>Information Services</td>
<td>21</td>
</tr>
<tr>
<td>Integrated Supply Chain Mgt (ISCM)</td>
<td>117</td>
</tr>
<tr>
<td>M</td>
<td>87</td>
</tr>
<tr>
<td>Master of Science in Criminal Justice</td>
<td>87</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>26</td>
</tr>
<tr>
<td>Master of Science in Engineering</td>
<td>89</td>
</tr>
<tr>
<td>Master of Science in Healthcare Administration</td>
<td>93</td>
</tr>
<tr>
<td>Master of Science in Integrated Supply Chain Management</td>
<td>95</td>
</tr>
<tr>
<td>Master of Science in Organizational Change Leadership</td>
<td>97</td>
</tr>
<tr>
<td>Master of Science in Project Management</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>55</td>
</tr>
<tr>
<td>Media Studies (MEDIA)</td>
<td>55</td>
</tr>
<tr>
<td>Media Studies (MEDIA)</td>
<td>118</td>
</tr>
<tr>
<td>Music Applied (MUAP)</td>
<td>56</td>
</tr>
<tr>
<td>Music (MUSIC)</td>
<td>56</td>
</tr>
</tbody>
</table>
O
Online Master of Science Degrees ................................................................................. 74
Organization Change Leadership (OCL) ................................................................... 119
Other Academic Programs ......................................................................................... 21
P
Philosophy (PHLSPHY) ............................................................................................... 57
Philosophy (PHLSPHY) ............................................................................................... 121
Physical Science (PHSC) ............................................................................................... 57
Physics (PHYSICS) ....................................................................................................... 57
Policies and Procedures ............................................................................................... 19
Policies and Procedures ............................................................................................... 85
Political Science (POLSCI) ........................................................................................... 58
Political Science (POLSCI) ........................................................................................... 121
Project Management (PROJMGT) ............................................................................... 121
Psychology (PSYCHLGY) ............................................................................................ 59
Psychology (PSYCHLGY) ............................................................................................ 123
R
Registration and Course Policies ................................................................................ 10
Registration and Course Policies ................................................................................ 79
S
Selected Email Addresses and Telephone Numbers .................................................. 72
Sociology (SOCIOLGY) ................................................................................................ 60
Spanish (SPANISH) ..................................................................................................... 61
Speech Communication (SPEECH) ........................................................................... 61
Student Affairs ............................................................................................................. 23
Student and Technology Services ............................................................................. 86
Student Assistance Services ....................................................................................... 25
T
Teaching (TEACHING) ................................................................................................. 62
Theatre (THEATRE) .................................................................................................... 69
Time Limitation ........................................................................................................... 21
Time Limitation ........................................................................................................... 86
To Prospective Students ............................................................................................... 4
U
UWP Study (UWPSTUDY) ............................................................................................ 69
W
Women's and Gender Studies (WOMGENDR) .......................................................... 69
Writing Requirement Options ..................................................................................... 17
Writing Requirement Options ..................................................................................... 83