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Publication Date: May 31, 2017

These pages provide a guide to academic requirements, resources and facilities at the University of Wisconsin-Green Bay.

- Students entering in Fall 2017 or Spring 2018 will use this edition **(2017-2018)** to map their academic plans in consultation with faculty and staff advisers.
- Students who are continuing at UW-Green Bay follow the requirements of the annual catalog that was current when they entered. A student may, however, change to a more recent catalog with permission from his or her faculty adviser.

Quick Links:

- Additional campus information can be found on the UW-Green Bay website (http://www.uwgb.edu)
- Please see the UW-Green Bay Mission statement here (http://www.uwgb.edu/univcomm/about-campus/mission.asp)

Graduate Catalog

Dates and Information

This catalog is in effect from May 1, 2017 until it is superseded by a new catalog or if an addendum is noted.

All information contained in this catalog was current as of the date listed above. Some of this information may change through action of the University of Wisconsin System Regents and/or the Wisconsin Legislature. New courses may be added and some listed courses may be altered to remain current with needs.

Current fee and tuition information is available through the Office of the Bursar. Consult the Bursar's website at http://www.uwgb.edu/bursar/ or call the Office of Graduate Studies directly at (920) 465-2123.

Course information for each session is available online in the Schedule of Classes website at http://sis.uwgb.edu/schedule/.

For More Information

Office of Graduate Studies
Cofrin Library 835
University of Wisconsin-Green Bay
2420 Nicolet Dr.
Green Bay, WI 54311-7001
(920) 465-2123

Website: www.uwgb.edu/graduate
E-mail: gradstu@uwgb.edu
Campus information: (920) 465-2000
TDD (Telecommunications Device for the Deaf): (920) 465-2841

Affirmative Action Policy

In compliance with applicable federal and state regulations, the University of Wisconsin-Green Bay is committed to nondiscrimination, equal opportunity, and affirmative action in its educational programs and employment practices. Inquiries concerning the Affirmative Action Policy may be directed to the Human Resources Office, University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay WI 54311-7001; (920) 465-2390.

Accommodations

UW-Green Bay is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. In accordance with Board of Regents Policy (UWS 22.01), sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Questions about these policies should be directed to the Dean of Students, University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311-7001; (920) 465-2152.

About UW-Green Bay

- Our Mission (http://www.uwgb.edu/univcomm/about-campus/mission.asp)
- At-a-Glance (http://www.uwgb.edu/univcomm/about-campus/profile.htm)
- Degrees and Accreditation (p. 4)
- Institutional Learning Outcomes (http://www.uwgb.edu/provost/accreditation/institutional-learning-outcomes.asp)
- State Authorization for Distance Education (p. 5)
- UW-Green Bay In-Depth (http://www.uwgb.edu/univcomm/about-campus/indepth.asp)

Degrees and Accreditation

Graduate Degrees

- Master of Science (M.S.)
- Master of Social Work (M.S.W.)

Accreditation

Founded in 1965, UW-Green Bay is one of 13 degree-granting institutions in the highly respected, tradition-rich University of Wisconsin System.

The University holds a full 10-year accreditation from the
Higher Learning Commission
230 South La Salle Street, Suite 7-500
Chicago, Illinois 60604-1413

For more information, view the UW-Green Bay affiliated institution profile page (http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=2052) on the Higher Learning Commission website.

Individual programs with accreditations or approvals:

- Art (Art Education, Gallery/Museum Practices, Studio Art); Design Arts, National Association of Schools of Art and Design
- Chemistry, American Chemical Society
- Dietetics component of Human Biology, Academy of Nutrition and Dietetics
- Health Information Management and Technology, Commission on Accreditation for Health Informatics and Information Management
- Music, National Association of Schools of Music
- Nursing, Commission on Collegiate Nursing Education
- Social Work, Council on Social Work Education
- Teacher Education, Wisconsin Department of Public Instruction

Administration

University of Wisconsin System

Raymond W. Cross – President

Board of Regents

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- Mark J. Bradley
- José Delgado
- Tony Evers
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- Edmund Manydeeds
- Regina Millner
- Janice Mueller
- Drew Petersen
- Charles Pruitt
- S. Mark Tyler
- José F. Vásquez
- Gerald Whitburn

University of Wisconsin-Green Bay

- Gary L. Miller – Chancellor
- Gregory Davis – Provost and Vice Chancellor for Academic Affairs
- Sheryl Van Gruensven – Vice Chancellor for Business and Finance
- Ronald Pfeifer – Associate Chancellor for External Affairs

State Authorization for Distance Education

Authorization for Distance Education in States Outside Wisconsin

The University of Wisconsin-Green Bay has nine online degree programs: an Associate Degree (AAS), a Bachelor of Business Administration (BBA), a Bachelor of Science Degree in Nursing (BSN), a Bachelor of Science in Health Information Management Technology (BS-HIMT), a Bachelor of Arts in Integrative Leadership Studies (BA-ILS), a Bachelor of Applied Studies in Integrative Leadership Studies (BAS-ILS), a Master of Science in Data

Science (MS-DS), Master of Science in Sustainable Management (MS-SMGT), and Master of Science Degree in Nursing Leadership and Management in Health Systems (MSN).

Distance Learning Education - State Authorization Reciprocity Agreement

Pursuant to Wis. Stats. Ch. 39.85, et. al, the State of Wisconsin is a member of the State Authorization Reciprocity Agreement (SARA) through the Midwestern Higher Education Compact which regulates the manner in which participating institutions may offer distance learning education to students who reside in other states. The University of Wisconsin-Green Bay is a participating institution in MSARA. The terms and conditions of SARA can be found at http://nc-sara.org/content/sara-policies-and-standards. If a student has a complaint that involves distance learning education offered under the terms and conditions of SARA, the student must file a complaint with the institution first to seek resolution. If no resolution is reached, then the student may file a complaint with the Wisconsin Distance Learning Authorization Board (DLAB) through the following State Authorization Reciprocity Complaint Process at the following link: https://www.wisconsin.edu/student-complaints/ or by email to afgp@uwsa.edu. For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws, standards or regulations incorporated by the State Authorization Reciprocity Agreements Policies and Standards have been violated by the institution operating under the terms of SARA.

Additional information can be found at http://www.heab.state.wi.us/DLAB/faq.html.

Authorized
The University is authorized to offer its online degree programs in the following states:

Alabama
Alaska
Arizona
Arkansas
Colorado
Delaware
District of Columbia (Washington)
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Louisiana
Maine
Maryland
Michigan
Minnesota
Missouri
Mississippi
Montana
Nebraska
Nevada
New Hampshire
New Mexico
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wyoming

States Authorized Outside of SARA
The University is authorized to offer its online degree programs in the following states:

California
Connecticut
Florida
Massachusetts
New Jersey
New York
Pennsylvania

Unauthorized
The University is not authorized to offer its online degree programs in the following states:

Kentucky

General Information

- Academic Calendar (http://www.uwgb.edu/registrar/calendar/academic)
- Academic Rules and Regulations (p. 7)
- Application for Degree (p. 16)
- Graduate Course Information (p. 17)
- Campus Maps (http://www.uwgb.edu/maps)
- Emergency and Parental Notification Policy (p. 19)
- Graduate Studies Office (http://www.uwgb.edu/graduate)

Academic Rules and Regulations

Definitions

Credit Hour (https://www.uwgb.edu/provost/policies/credit-hour.asp)

A credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fourteen weeks for one semester, or the equivalent amount of work over a different amount of time, or the equivalent amount of work for other activities as established by the University including but not limited to graduate work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours.

Credit Load

Credit load is the total amount of credits a student is enrolled in at a given time in a term, for example, after initial registration or at the end of a semester. All credits, regardless of grading status, count toward credit load for certain purposes.

- **Maximum Credit Load-** A student in good standing may register for a maximum of 15 credits during any regular session of fall, spring semester and may register for a maximum of six credits in the January Interim semester, no exceptions. In summer there is no credit plateau for graduate students, a student is still limited to a maximum of 15 graduate credits in summer and pays tuition/fees per each credit of enrollment.
- A student who wants to enroll in more than 15 credits in fall, spring or summer must obtain written approval in advance from their faculty or academic adviser, using the credit overload petition before the first day of classes. Once approved, course(s) enrollment can be completed. Additional tuition and fees will apply. No overload petitions are accepted for the January semester.
- **Minimum Credit Load-** A specific minimum number of credits (excluding audit credits) that a student must carry to be eligible for certain programs and benefits for financial aid or veteran's benefits.

Educational Status

A **degree-seeking student** is enrolled in a program of study and plans to earn a Master of Science degree at the graduate level. A **special student** is not seeking a degree, but taking courses. Status impacts the admissions process and financial aid eligibility.

Enrollment Status (full time, part time)

Enrollment status is based on number of credits enrolled. Status impacts financial aid eligibility and tuition/fees.
***Graduate level*: full time = 9 credits; part time = 5 credits; less than part time = 1-4 credits.**

Graduate Credits

Graduate credits are those credits which are taken under a graduate course number (500-level or above) by a student enrolled with a graduate classification.

Graduate Record

A graduate record is the permanent record of all graduate-level credits attempted and grades earned, including courses which may be in progress or incomplete (I grade).

Provisional Admission

A provisional admission is a conditional graduate admission status that is subject to review after nine graduate credits have been attempted at UW-Green Bay.

Student

The University of Wisconsin-Green Bay defines a student as any individual who is currently enrolled, or was enrolled, in a credit bearing course at the University of Wisconsin-Green Bay.

Undergraduate Record

An undergraduate record is a separate permanent record of any undergraduate courses taken; a complete transcript includes copies of both the graduate and undergraduate records compiled at UW-Green Bay.

Academic Standing

All students are expected to maintain certain standards of academic achievement while enrolled at the University. The University is concerned about students whose academic achievements indicate that they are not meeting the expectations of their instructors, or who are experiencing other problems that may be interfering with their studies.

Good Standing

- A 3.0 or better end-of-term cumulative GPA results in continuing good standing.
- A 2.0 to 2.999 end-of-term cumulative GPA results in probation status.
- A 1.999 or less end-of-term cumulative GPA results in academic suspension status. Student's graduate committee reviews his or her record up to that time and recommends for continued enrollment, or for the suspension status to go into effect.
- Action on part-time students is withheld until at least nine credits are attempted at UW-Green Bay.

Probation/Suspension

- A 3.0 or better end-of-term cumulative GPA results in a return to good standing.
- A 2.999 or less end-of-term cumulative GPA may result in an academic suspension status at the end of any term after a cumulative total of 15 or more credits is attempted at UW-Green Bay. A graduate committee identified by each program reviews the student's record up to that time and recommends for continued enrollment or for the academic suspension status to go into effect. For thesis/dissertation-based programs, the review committee must consist of the student's graduate committee plus the program chair. In situations in which a student-specific graduate committee does not exist, then the program must form a committee consisting of the program chair, the student's advisor, and a minimum of one additional member from the programs executive committee. All committees must contain a minimum of three faculty.

Enrollment Policies For Graduate Students

Transfer of Graduate Credits

Up to 50% of graduate coursework completed at other institutions can be applied toward a UW-Green Bay graduate degree. Individual programs may accept fewer credits. Transfer courses can be approved by graduate faculty as direct equivalencies to UW-Green Bay graduate courses. If granted as graduate elective credit to meet a program requirement, a course substitution is made. All outcomes, once approved, should be forwarded to the Office of the Registrar to be transacted on the academic record. All remaining coursework must be completed at UW-Green Bay, with the total UW-Green Bay credits accounting for a minimum of 50% of the required program credits.

Thesis or Dissertation

(Numbered XXX-796/XXX-799)
Students complete a thesis or dissertation under the supervision of a major professor and committee. The thesis and dissertation provide graduate students the opportunity to apply their course work and independent investigation skills to increase knowledge. Successful completion of a thesis or dissertation demonstrates a student's ability to manage a project, and to define, research, and solve problems. The procedures for developing a proposal and completing the thesis or dissertation vary by program. Students should consult the program-specific sections of this catalog or a program's website for additional information. Details on thesis and dissertation committee composition can be found within the program-specific sections of this catalog.

Thesis and Dissertation Deadline: For graduation in the fall and spring semesters, a student's defense must be **held** before the last day of final exams in a given semester (fall, January, or spring). For summer, a student's defense must be **held** before the last day of final exams of the final summer session. The student then has 20 calendar days after the last day of final exams to submit their final thesis/project document to the Office of Graduate Studies and 42 calendar days after the last day of final exams for all other graduation requirements to be completed and verified.

Thesis/Capstone/Professional Project Course Enrollment

Students must complete a Thesis/Capstone level course in order to be awarded a Master Degree. Once the student enrolls in this course the University of Wisconsin-Green Bay requires continuous enrollment until it's completion.

While a student may complete the course in the semester in which they initially enroll, it is anticipated that most student will take one to three semesters to complete the work associated with the course. Should the student complete the course in the semester of enrollment, a grade will be awarded and the student permitted to graduate. For students who take additional semesters they will receive a grade of "PR" which indicates work "In Progress". Further, the student will be required to either enroll in GRADUATE 693 for zero credit each semester they continue work on the final course, or enroll for additional Thesis/Capstone level course credit, or other graduate course credit. There will be a $200 fee charged for GRADUATE 693 each semester.

The courses designated as Thesis/Capstone courses in each Master's Degree Program are:

- TCH LRNG 799 for Applied Leadership for Teaching & Learning
- DS 785 for Data Science
- ENV S&P 799 for Environmental Science & Policy
- HWM 790 for Health & Wellness Management
- MANAGMNT 796 for Management
- NURSING 790 for Nursing
- SOC WORK 719 for Social Work
- SMGT 792 for Sustainable Management

Grades and Related Policies

Types of Credit

Attempted

Attempted credits are the number of credits a student has originally enrolled in during a specific session or term before grades are awarded.

Degree Credits

Degree credits are credits earned that count toward the number of credits required for a graduate degree (requirements vary by degree).

Earned Credits

Earned credits are the number of credits where a final grade is assigned. Quality points are awarded for graded credits, which is then used to calculate grade point average for the semester and cumulatively. Courses that are graded with a letter or passing grade are calculated in this total; temporary grades of I = Incomplete or N = Not yet graded, are excluded.

Grading System and Grade Points

Grade point averages are a means of measuring the quality of a student's academic work. Grade point averages are computed on a 4.0 basis. See chart for letter grade point values.

Letter Grade		Grade Points per Credit
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0

BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Poor	1.0
F	Unacceptable	0.0
WF	Unofficial Withdrawal	0.0
P	A "C" grade or better for undergradaute courses	No effect
NC	No credit, letter grade of less than "C"	No effect
U	Unsatisfactory Audit	No effect
S	Satisfactory Audit	No effect
N	No acceptable report from instructor - temporary grade	No effect until an acceptable grade submitted
I	Incomplete, temporary grade	No effect until removed
PR	Progress in graduate thesis or internship	No effect
DR	Dropped Class	No effect
W	Withdrew	No effect

Grade Point Average (GPA)

A numerical value derived from dividing the number of grade points earned by the number of credits attempted on a regular grade basis. P-NC, incomplete, grades removed by repeat and audit grades and transfer credits have no effect on grade point average. Only those courses attempted at UW-Green Bay are included in a student's grade point average. Transfer grades may be used to compute eligibility for admission to certain programs/majors.

Example of GPA for a Semester

Course	Grade	Credits	Grade Points
SOC WORK 702	A	3	12
MANAGMNT 796	BC	4	10
SOC WORK 703	C	4	08
SOC WORK 704	C	4	08
Total		15	38

(An A is equal to 4 grade points, a B is equal to 3, and so forth. Three credits earning an A grade equals 12 points.)
***38 divided by 15 equals 2.533 grade point average*.**

Cumulative Grade Point Average

Grade point average for all completed terms at UW-Green Bay. It is calculated by dividing the cumulative total grade points earned by the cumulative total grade point credits earned. Attempted courses where an F grade is received are also included in grade point calculations unless successfully repeated.

Final Grades

Final grades are posted to the student's transcript and may be accessed via the Student Information System (SIS).

Grades

Every student receives a grade from the instructor of a course at the end of a semester or session. **Instructors must enter grades on the course roster in SIS for processing by the Registrar's Office no later than 96 hours or four days after the final examination or last date of that individual course.** If an instructor finds they have made a grade error or missed entering a grade, the faculty member can complete a grade change in SIS, using the grading access they are provided, up through the end of the subsequent semester. **Please contact the Registrar's office with any grading issues or questions as needed.**

**Failure to add grades in a timely manner delays processing of academic standing, conducting satisfactory academic progress assessment, degree conferral, issuing diplomas and/or transcript documents, reporting of accurate enrollment and degree data to various entities for compliance and can prevent students from registering for subsequent courses.*

Grade Changes

Missing (N) grades must be updated and submitted via SIS, for permanent change to the student's academic record no later than the last day of classes in the following semester.

Incomplete (I) grades, faculty must submit an incomplete grade form to the Registrar's office documenting outstanding course work, deadline for completion. This grade change should be made no later than the last day of classes in the following semester. If the student does not meet the deadline identified, the grade will lapse to an F = fail grade for that semester.

Grade Changes AFTER two semesters

Grade changes considered after one subsequent semester must be requested to and approved by the College Dean from the faculty member. The approval should include student name, semester, course taken, new grade to the Registrar's office for an update to be made to the academic record. Grade change requests will not be accepted without Dean approval.

Grade Appeals

Any student who is dissatisfied and wishes to appeal a particular course grade, must first contact the instructor who issued the grade. If the student is still dissatisfied, he or she may appeal further to the department chair. The chairperson, in turn, consults with the course instructor. If a student wishes to appeal further, he or she should contact the appropriate academic dean who will consult with the instructor and the appropriate chairperson.

A faculty member may change the grade after appeal and can do so in SIS up through the end of the subsequent semester.

Other Grade Options

Pass/No Credit Enrollment (P/NC grade)

- For Pass/No Credit enrollment, no letter grade or grade points are earned. Credits taken for pass/no credit grade option may not satisfy certain academic requirements.
- P/NC grading option is requested using the **Change Grading Basis** form, this must be approved by faculty instructor.
- P/NC grading option is not reversible after add/drop date of the course.[1]. Electives may be taken on a P/NC basis.
- For Pass/No Credit, grades of A, AB, B, BC, or C, are designated "pass." Grades of CD, D, F or WF are designated as NC or "no credit." An NC does not affect grade point average, nor does it add to earned credits.
- Students considering applying for graduate or professional schools or transferring to another undergraduate campus should keep in mind that P/NC grading may have an adverse effect on admission. Graduate and professional schools generally prefer letter grades because such grades enable them to better judge potential for academic success. This grading option is not reversible after enrollment.

[1] ***Add/Drop deadlines vary by length of course.***
14 week courses have a two week add period in which Pass/No Credit grading option can be requested and approved using the appropriate form mentioned above.
Courses of a shorter duration have shorter deadlines. Contact gboss@uwgb.edu if you are not able to find your course dates on the Registration calendar. (http://www.uwgb.edu/registrar/calendar/registration)

Audit Enrollment (U/S grade)

- A student may not enroll as an auditor for any graduate-level course.

Incomplete grades (I grade)

- A student who is unable to take a final examination or meet other final coursework due to unusual circumstances may request an incomplete from the instructor.
- The decision to allow an incomplete is entirely at the discretion of the instructor. It is not a right.
- If an incomplete is approved by the faculty instructor, the student is granted an extension of time to complete course requirements.
- An incomplete form must be submitted to the Registrar's office specifying the terms and conditions of completing the incomplete from the instructor.
- Incomplete coursework must be finished no later than the end of the subsequent semester.
- If no final grade is awarded or the work is not completed, the temporary grade is lapsed to a final F grade at the end of the subsequent semester.
- A student may file petition for an extension of the incomplete deadline if bona fide unanticipated extenuating circumstances prevented compliance with the deadline.
  - The student has serious physical or mental health problems which are documented by statements from a physician or professional counselor.
  - The student has had a death or serious illness in the immediate family and this is documented by a physician's statement.
  - The course instructor is on leave during the semester for removal.
- Once an incomplete grade is recorded for a course a student may not, under any circumstances, drop the course.

Incomplete grades for Graduating Students

Students who complete their coursework in December (fall graduates), January (January graduates), May (spring graduates) or August (summer graduates) must have all incomplete grades removed within 42 days following the end of the classes to have their degree conferred in that semester. If this deadline is not met, students will be removed and added to a future semester for degree conferral.

Repeating a Course

Repeating Courses for Credit

Courses can be repeated for credit only if they are officially designated as repeatable due to the nature of the course content. Performance courses in Music, Studio Arts courses or courses designated with differing topics are examples.

Courses that have been repeated for credit are recorded on the student's transcript with the phrase *Course has been Repeated* after the course listing on the transcript.

Faculty members may not grant individual waivers for students to repeat a course for credit when the course is not already designated as repeatable in the college catalog. Creating a repeatable course can be accomplished via the course/curriculum change processes on an annual basis.

Repeating Courses to Improve a Grade

Courses can also be repeated to improve the grade received. If a course is repeated, the original attempt will still appear on the transcript with the grade earned. However, the grade received after the course is repeated will be used to determine the credit earned; attempted credits, grade points earned, and grade point average both for the term and cumulatively.

If a course is transferred in and then repeated at UW-Green Bay, the grade received when taken at UW-Green Bay will be used to determine the credits earned, attempted credits, grade points earned, and grade point average both for the term and cumulatively. The original transfer course and grade will no longer count toward degree requirements or total credits earned toward a degree. A course can only count once.

If a course is taken at UW-Green Bay, and then repeated at another institution and transferred to UW-Green Bay, the credits earned and grade received for the course taken at UW-Green Bay is still used to calculate the cumulative GPA, cumulative attempted credits, grade points earned and grade point average. The transfer course grade can, however be used to satisfy degree or course prerequisite requirements but the credits earned will not count toward the 120 credits required for a degree.

The University does not guarantee the right to retake any course. Courses may be deactivated, discontinued, or offered on a different schedule.

Based on federal regulations which went into effect July 1, 2011, some repeat coursework may be excluded when evaluating a student's credit load as it relates to federal and/or state financial aid eligibility. If not designated as a repeatable course, students may have aid reduced. In general, for financial aid purposes, students are allowed to repeat a course for which a passing grade was previously received **ONE** additional time, with financial aid eligibility. Students may repeat the course after that, but those attempts would not be eligible for funding by federal or state financial aid programs.

Absence and Attendance Policies

Class Attendance

A student is expected to attend all class sessions. Failure to attend class does not alter academic or financial obligations. If, for any reason, a student is unable to attend classes during the first week of the semester, he or she is responsible for notifying the instructor(s), in writing, of the reason for nonattendance and indicate intentions to complete the course. Failure to attend classes during the first week of the semester may result in an administrative drop by the instructor. Registered students are obligated to pay all fees and penalties as listed on the fee schedule.

Other Attendance Policies

- Absence due to inclement weather. For more information, see Attendance and the Weather (http://www.uwgb.edu/provost/policies/storm.asp).
- Absence for funerals or a death in the family. For more information, see Bereavement Policy (http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp).
- Student Religious Beliefs: In accordance with Board of Regents Policy (UWS 22.01), sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Questions should be directed to the Dean of Students; (920) 465-2152 dosmail@uwgb.edu
- Absence due to Disability: UW-Green Bay is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. Questions should be directed to Disability Services (920) 465-2481; Disability Services (http://www.uwgb.edu/ds)

Registration Changes (Cancellation, Add, Drop, Withdrawal) [1, 2]

[1] A week is defined as 7 calendar days, beginning on the first day of a term or session, for the purposes of adds, drops or withdrawal deadlines.

[2] Tuition refunds and/or withdrawal fees vary by length of course and date of transaction. Please consult the Fee deadlines (www.uwgb.edu/bursar/feeInformation/index.htm) for the appropriate semester on the Bursar website for more details. Please note that financial deadlines are different from academic deadlines.

Cancellation

Cancellation of admission or enrollment *prior to the first day of the term.*

- If a student cancels their admission or enrollment they are not eligible to re-enroll in the subsequent semester.
- A student who cancels must re-apply for admission in a subsequent term.

Course Adds [1]

Add one or more courses to a schedule and/or change course load.

Course Adds During the First Two Weeks

Semester-long courses at UW-Green Bay[2]

Enrolled students are able to add individual regular, 14 week semester-long courses during the first two weeks of the fall/spring semester with no academic grade assigned and no financial penalty. Please check the Registration Calendar (http://www.uwgb.edu/registrar/calendar/registration) for these deadline dates.

Late Course Adds [1]

Semester-long courses at UW-Green Bay[2]

- *Week 3 to last day of classes*: Students must submit a faculty-approved Late Add form. Students will be assessed a late add fee for each course.
- *Students are not able to retroactively late add courses or once final examinations have begun in the semester.*

[1] Summer sessions, January Interim and courses less than 14 weeks have shorter add deadlines. Please check the Registration Calendar (http://www.uwgb.edu/registrar/calendar) for summer or January interim course deadlines.

[2] Some collaborative programs offered at UW-Green Bay have different start and end dates of the semester which means the add deadlines or financial deadlines may differ than described above.

[3] If you are in a class with a different semester start date or one of less than 14 weeks please review the Non-Standard calendars on the Registrar web site (Registration calendar location) or contact GBOSS (Green Bay One Stop Shop) to verify the add deadlines for any of these courses at gboss@uwgb.edu or call 920) 465-2567.

Course Drops [1]

Remove one or more courses from a schedule but remained enrolled in at least 1 credit.

Course Drops During the First Two Weeks

Semester-long courses at UW-Green Bay

Enrolled students are able to drop *individual* regular 14 week semester-long courses during the first two weeks of the fall/spring semester with no academic grade assigned or financial penalty. Students in courses that are less than 14 weeks in duration can drop the course with no grade assigned, during the 1st week.

Late Course Drops [1]

Semester-long courses at UW-Green Bay[2]

- *Week 3 to week 6:* Students can drop classes on their own and a DR (drop grade) will appear on the transcript.
- *Week 7 to the end of the term:* Drops are not allowed. Students must submit a Late Drop Petition which must be approved by the Enrollment Review Committee. Petitions are only approved for extenuating circumstances with supporting documentation. If a late drop is granted, students remain responsible for the tuition and fees assessed for the course as they received instruction and held a seat in the course. A DR (drop grade) will appear on the transcript.

Courses less than 14 weeks in duration[2]

- From the start of week two up the half the course duration (50%), a student may drop the course, and a DR (drop grade) will appear on the transcript.

- Following one day after half the course duration, a student must submit a Late Drop Petition which must be approved by the Enrollment Review Committee. Petitions are only approved for extenuating circumstances with supporting documentation. If a late drop is granted, students remain responsible for the tuition and fees assessed for the course as they received instruction and held a seat in the course.

Financial adjustments for course drops vary based on the effect on course load and timing of the drop. Consult the Bursar fee information for these dates.

1 Summer sessions, January Interim and courses less than 14 weeks have shorter drop deadlines. Please check the Registration Calendar (http://www.uwgb.edu/registrar/calendar) for summer or January interim course drop deadlines.

2 Some collaborative programs offered at UW-Green Bay have different start and end dates of the semester which means academic drop and financial refund deadline dates will differ than described above.

3 If you are in a class with a different semester start date or one of less than 14 weeks please review the Non-Standard calendars on the Registrar web site (Registration calendar location) or contact GBOSS (Green Bay One Stop Shop) to verify the add deadlines for any of these courses at gboss@uwgb.edu or call 920) 465-2567.

Withdrawal From Courses [1]

Officially remove all courses from schedule; student is no longer enrolled.

Course Withdrawal During First Two Weeks:

Semester-long courses at UW-Green Bay[2]

Enrolled students are able to drop all their individual regular semester-long courses during the first two weeks of the fall/spring semester with no academic grade assigned. Withdrawal fees apply if a student withdraws from all courses in the first two weeks. See the billing and refund schedule link on the Bursar website for these fees and deadlines. Once a student drops to zero credits of enrollment, the Registrar's office withdraws the student from the semester.

Late Withdrawal From Courses [1]

Semester-long courses at UW-Green Bay[2]

- Week 3 to week 6: Students can withdraw by dropping all their courses. DR (drop) grades will appear on the transcript for all courses and signifies that the student officially dropped the courses. If the student contacts the University to withdraw, the transaction will be completed by a staff member and W grades (withdrawal) are assigned for all courses on the transcript. Once a student drops to zero credits of enrollment, the Registrar's office withdraws the student from the semester.
- Week 7 to week 12: A student may withdraw (drop all courses) from the institution but must contact the Registrar's office to do so. W grades (withdrawal) will appear on the transcript for all courses and student is withdrawn for the semester.
- Week 13 to the end of the term: Withdrawals are not allowed. A Late Withdrawal Petition must be submitted and approved by the Enrollment Review Committee to withdraw after the deadline. Petitions are only approved for extenuating circumstances with supporting documentation.

Courses less than 14 weeks in duration[2]

- Start of week two up the half the course duration (50%) a student may drop all courses, and a DR (drop grade) will appear on the transcript for each enrollment, the Registrar's office will withdraw the student for the semester.
- Day after half the course duration, a Late Withdrawal Petition is submitted and must be approved by the Enrollment Review Committee. Petitions are only approved for extenuating circumstances with supporting documentation. If a late withdrawal is granted, students remain responsible for the tuition and fees assessed for the course as they received instruction and held a seat in the course.

The financial ramifications of withdrawal depend on when the withdrawal is done. View the billing and refund schedule for more information. Students who received financial aid for the term should contact UW-Green Bay's Financial Aid office to discuss potential financial aid ramifications.

1 Summer sessions, January Interim and courses less than 14 weeks have shorter withdrawal deadlines. Please check the Registration Calendar (http://www.uwgb.edu/registrar/calendar) for summer or January interim course withdrawal deadlines.

2 Some collaborative programs offered at UW-Green Bay have different start and end dates of the semester which means academic withdrawal and financial refund deadline dates will differ than described above.

3 If you are in a class with a different semester start date or one of less than 14 weeks please review the Non-Standard calendars on the Registrar web site (Registration calendar location) or contact GBOSS (Green Bay One Stop Shop) to verify the add deadlines for any of these courses at gboss@uwgb.edu or call 920) 465-2567.

Petition Process for Late Drop or Withdrawal

- Petitions for late drops or withdrawals may be approved if one of these extenuating circumstances occurs and can be documented. The extenuating circumstance must occur within the semester the drop or withdrawal is being requested.
  - The student has serious mental or physical health problems verified by a statement from a physician or professional counselor.
  - There is a death or prolonged serious illness in the immediate family, verified by an obituary, a physician's statement, or other independent, official source.
  - The student receives orders being called to military service and cannot return for the semester. Supporting documentation is required.
- A student who attended any course in a given term for any length of time may not petition to drop a course or completely withdraw from the University under any circumstances after the end date of the semester.
- Petitions can be submitted online or in person to the Registrar's Office. All petitions with appropriate documentation will be evaluated and acted on in a timely manner by the Enrollment Review Committee.

Course-Related Policies

- **Course requisites:** Requisites indicate the minimum level of proficiency or background knowledge needed to successfully achieve course objectives. Requisites are enforced, included in the course descriptions and are indicated in the Schedule of Classes by the designation P.
- **Recommended courses:** Recommended courses are typically lower-level courses that students are advised to complete prior to enrolling in a course. They are advisory (i.e., not enforced), so students may enroll without completing prior recommended courses, but they do so at their own risk. Recommended prior courses are indicated in the course descriptions by the designation REC.
- **Course registration restrictions (other than requisites):** Course can have other restrictions preventing enrollment.
  - **Closed course:** no seats are available
  - **Reserves:** seats are held for a certain period of time for students in a certain class level, student group or major/minor
  - **Time conflict:** two courses delivered at the same time
  - **Consent:** student must gain instructor or department consent to enroll

Auditions

In performance courses requiring an audition, students are responsible for making their own arrangements for the audition before classes begin.

Guidelines for Instructor-Approved Individualized Graduate Course Instruction

Universal Expectations (for all experiences)

- Faculty approval is needed for courses that are individualized or coordinated by the student for a specific learning experience.
- Regular semester add and drop deadlines apply to these learning experiences.
- Approved forms must be submitted in the semester the learning experiences are taking place; students will not be retroactively added into these courses.
- Faculty must file syllabi and include appropriate information such as student learning outcomes, time commitments for work, additional requirements for placement including but not limited to criminal background checks, medical testing (such as a tuberculosis test) or other requirements outlined by a third party human resources department or site supervisor.
- The title and content of these individualized courses should not duplicate the title and content of existing non-individualized courses.
- For each credit earned, 45 hours is the minimum number of hours to be dedicated to the learning experience over the course of the semester.

Specific conditions or limitations apply to the type of learning experience in addition to the universal expectations.

Independent Study (numbered XXX-798, variable 1-3 credits)

- The student must prepare a statement of objectives and a list of readings and/or research projects that will fulfill the objectives.
- Independent study cannot be elected on audit or pass-no credit basis.
- Independent study may be taken only with a UW-Green Bay faculty member, instructional academic staff member (e.g., Lecturer), or visiting scholar.

Internship/Co-op (numbered XXX-797, variable 1-6 credits)

- Students will have a site supervisor and faculty supervisor for the work performed.
- All parties—student, faculty member, and site supervisor—should discuss and set expectations regarding the hours worked and performance feedback before the work begins. All parties must sign the internship proposal form.
- All additional requirements for employment (if any) should be identified prior to enrollment and an outline of how these will be met explained to the student intern.

Official University Calendars

- **Academic Calendar:** Official calendar of activity for the school year (term dates, registration dates, breaks and holidays, etc.)
- **Administrative Calendar:** Calendar relating to curricular change, timetable, and personnel evaluations
- **Registration Calendars (Fall/January/Spring/Summer):** Calendar of specific registration/academic action deadlines (add/drop/withdrawals, late registration, and fee implications of selected academic actions)
- **Final Exam Calendar:** Final exam schedule for the semester in session

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Other Fee Related Policy Information

Tuition Appeals

- Students who wish to appeal institutional charges may do so via the tuition appeal process using the **Appeal Institutional Charges** form. The appeal institutional charges policy is also referenced, using this same link.
- Students must pay for completed coursework (i.e., grades that are earned and are part of the academic record). Students appealing institutional charges for coursework for which grades have already been earned must first complete a late drop/withdrawal appeal. Tuition appeals are not reviewed unless the grade earned has been removed.

Application for Degree

Students who are close to completing their master's degree should apply to graduate the semester before they plan to finish.

The suggested timeline to follow is:

- May 1 for Fall or January semester graduation
- December 1 for Spring semester graduation
- February 1 for Summer semester graduation.

Students should use the ***Apply for Graduation*** drop-down link in the Student Information System (SIS) to apply for the degree to be conferred.

The commencement ceremony signup is a separate step, which can be completed by clicking on the link found at the end of the online Graduation Application form. If you miss this step initially, simply go back to SIS later and use the ***Edit Commencement Info*** drop-down link to complete the appropriate fields.

Students may walk in one of two ceremonies.

- December (for fall or January graduates who complete courses in December or in January)
- May (for spring or summer graduates who complete courses in May for spring, or any session in June, July or August in summer).

Degree

The degree awarded and reflected on the diploma will be a Master of Science (M.S.) The area of study for either degree is reflected on the academic transcript including Applied Leadership for Teaching & Learning, Data Science, Environmental Science and Policy, Health and Wellness Management, Management, Nursing Leadership and Management in Health Systems, Social Work, or Sustainable Management

- Degrees are posted to a record (academic transcript) as soon as all grades are awarded, final project or thesis work is finished and all degree requirements are completed.
- Diplomas are printed and mailed approximately four to six weeks after the official semester ends.

Credits Required

A minimum of 30-50 credits, depending upon the chosen program, are required for completion of a UW-Green Bay graduate degree.

Grades

- All courses and assigned studies are graded on a 4.0 scale. A cumulative grade point average of at least 3.0 is required to earn the Ed.D or M.S. degree.
- Thesis credits are given a grade of either "P" or "NC." In a student's final semester, a grade of "PR" can be assigned at the time grades are due if the student has not completed the thesis defense by the end of the semester. This grade is replaced with either a "P" or "NC" grade when the student completes the defense. A passing grade (P) must be achieved in order to graduate.

- Students are expected to maintain a cumulative grade point average of at least 3.0. Students who fail to maintain this average are subject to probation and or suspension as specified in the Graduate Academic Rules and Regulations.

Honors designations are not awarded at the Graduate level.

Time Limit

- Matriculated graduate students must complete all requirements for their graduate degree within five years and with continuous enrollment.
- This time period begins with the first day of the first term of enrollment as a graduate degree-seeking student.

Graduate Course Information

Policy Regarding Undergraduate/Graduate Core Courses

This policy is intended to establish guidelines by which graduate-level students can enroll in undergraduate courses and undergraduate-level students can enroll in graduate courses. It is not intended to replace any other policies or procedures regarding the taking of classes, tuition, and segregated fees.

Graduate Students Who Want to Enroll in Undergraduate-Level Courses in the Same Semester:

- Students must gain permission from instructor to enroll in the course using the **Course Registration/Late Add** form by clicking here (http://www.uwgb.edu/registrar/forms).
- If permission is granted the Registrar's office will contact student with confirmation of enrollment or further instruction if permission is denied. If the student has questions they should email the Green Bay One Stop Shop at gboss@uwgb.edu (gbossuwgb.edu)
- Course tuition and fees are assessed based on the level of the course taken.
- Undergraduate courses cannot fulfill a graduate degree course requirement.
- Course data is annotated on the transcript by level of course.
- Students who want to take an undergraduate course prior to their graduate degree program should submit an application for admission as a non-degree seeking course taker with admissions. More information here (http://www.uwgb.edu/admissions/apply).

Undergraduates Who Want to Enroll in Graduate-Level Courses:

- Students must submit a graduate application for admission as a non-degree seeking student.
- Students must also gain permission from instructor to enroll in the course using the **Course Registration/Late Add** form by clicking here (http://www.uwgb.edu/registrar/forms).
- Enrollment and permission to enter graduate-level courses is not guaranteed and may not be granted if student has not yet completed their Bachelor's degree.
- If student is admitted as a graduate special student and permission is granted for enrollment the Registrar's office will contact student to confirm enrollment or provide further instruction if permission is denied. If the student has questions they should email the Green Bay One Stop Shop at gboss@uwgb.edu.
- Course tuition and fees are assessed based on the level of the course taken.
- Graduate credits can satisfy undergraduate degree course requirements through the established University substitution process.
- Course data is annotated on the transcript by level of course.

Undergraduates Seeking Enrollment in Undergraduate-Graduate Integrated Programs:

- Interested undergraduate students must receive official acceptance into a desired program’s integrated-undergraduate student emphasis.
- Admitted students enroll at the graduate level in select graduate courses.Admitted integrated students are eligible to enroll in up to a maximum of 15 graduate credits prior to obtaining their Bachelor’s degree.
- Integrated undergraduate students pay tuition at the undergraduate rate, as these credits apply directly to their undergraduate major.
- Integrated students graduate with an undergraduate major with an integrated emphasis.
- Following graduation, students can request formal admission into relevant campus graduate programs, applying no more than 15 graduate credits into the partnering graduate program of study.
- Graduate students adhere to all graduate student expectations and pay full graduate tuition rates.

Cross-Listed Courses

Graduate students may register without special permission for graduate-level courses that are offered at the same day/time as courses at the undergraduate level. Courses are numbered XXX-500 to XXX-595 and XXX-600 to XXX-695 and listed in the graduate section of the Schedule of Classes.

Enrollment outside of Degree Sought

Students who are pursuing one degree but seek enrollment in another graduate level program should contact the Graduate Studies office or Program Advisor as specific permission may be needed for enrollment. UW Green Bay has three collaborative programs of study including Data Science, Health and Wellness Management and Sustainable Management. A permission number is needed for enrollment and tuition and fees will differ because of the collaboration of several UW System institutions.

Graduate Assigned Study

Other undergraduate courses at the 300 and 400 level that are offered, may be taken for graduate credit if they contribute to a coherent program of study. A **Graduate Assigned Study Form** must be approved by the faculty instructor of the course and is submitted to the Green Bay One Stop Shop for completion of enrollment. To obtain the form click here (http://www.uwgb.edu/graduate/forms).

Academic standards for graduate-level credit exceed standards for undergraduate credit. Increased standards may be in the form of additional academic work and/or an increase in grading standards. Students should be aware of the requisites required for cross-listed or approved courses.

Experimental Courses

From time to time, graduate faculty may offer courses in response to special demand, to address current issues, or to make use of special resources offered by visiting faculty. These are offered once on an experimental basis, and numbered 783 with a specific topic or 783X (alpha character) which is one unique course. These courses may later become regular course offerings. Courses offered with the 783X number may not be counted as part of the graduate core requirement.

Graduate Instructor-Approved Individualized Course Instruction

Universal Expectations

- Regular semester add and drop deadlines apply to these enrollments.
- Approved forms must be submitted in the semester the learning experiences are taking place; students will not be retroactively added to these learning experiences.
- Faculty must file syllabi and include appropriate information such as student learning outcomes, time commitments for work, additional requirements for placement including, but not limited to, criminal background checks, medical testing (such as tuberculosis test) or other requirements outlined by a third party human resources department or site supervisor.
- **Courses cannot be used to replace existing courses.**
- For each credit earned there will be a weekly amount of hours worked in the learning experience as a minimum expectation. For each credit in the classroom, one hour of instruction plus two hours of outside work is expected with each course. Courses run for fifteen weeks in a given semester (14 weeks of instruction plus a finals week); thus the formula for a week's work is 3 hours times 15 weeks equals 45 weekly hours.

Independent Study

- Numbered XXX-798, Variable 1-3 credits.
- Students prepare a statement of objectives and a list of readings and/or research projects that will fulfill learning outcomes, which faculty will approve.
- Independent study courses cannot be elected on an audit or pass/no credit graded basis.
- Independent studies may be taken only with a regular member of the UW-Green Bay faculty or academic staff member.

Internship

- Numbered XXX-797, Variable 1-6 credits.
- Students prepare a statement of internship setting and working arrangement with outside intern supervisor. Work performed will fulfill course learning outcomes and be approved by faculty member.
- Students will have a site supervisor and faculty supervisor for work performed.
- All parties, student, faculty member and site supervisor, should discuss and set expectations regarding hours worked and performance feedback before work begins.
- All additional requirements for hire (if any) should be identified prior to enrollment and an outline of how these will be met should be explained to the student intern.

Special Topics

- Numbered XXX-795, Variable 1-3 credits.
- At times, professors or groups of professors may organize courses, seminars, colloquia, field trips, and so on, around some topic of interest or special need.
- Special courses are not intended to become part of the regular curriculum.
- Special courses cannot be counted as part of the graduate core requirement.

Emergency and Parental Notification Policy

University of Wisconsin-Green Bay faculty, staff and administrators are regularly asked to balance the interests of safety and privacy for individual students. While the Family Educational Rights and Privacy Act (FERPA) generally requires UWGB to ask for written consent or proof that the student is a tax dependent of the parents [and then disclosure may only be made to the parent(s)] before disclosing a student's personally identifiable information, it also allows colleges and universities to take key steps to maintain campus safety. UWGB may disclose information to appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) without the student's consent, where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals. Disclosures are also allowed among university employees where there is a "need to know," such as conducting transactions or sharing updates between departments with whom the student interacts.

Health or Safety Emergency

In an emergency, FERPA permits UWGB officials to disclose, without student consent, education records which may include personally identifiable information from those records, to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel. See http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf. [34CFR part 99, 99.36(a)]. This exception to FERPA's general consent rule does not allow for a blanket release of personally identifiable information from a student's educational records. In addition, the Department of Education interprets FERPA to permit institutions to disclose information from education records to parents if a health or safety emergency involves their son or daughter.

Disciplinary Records

While student disciplinary records are protected as education records under FERPA, there are certain circumstances in which disciplinary records may be disclosed without the student's consent. UWGB may disclose to an alleged victim of any crime of violence or non-forcible sex offense, if requested in writing, the final results of a disciplinary proceeding conducted by the institution against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed. UWGB may disclose to anyone — not just the victim — the final results of a disciplinary proceeding, if it determines that the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and with respect to the allegation made against him or her, the student has committed a violation of the UWGB's rules or policies. See http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf. [34CFR part 99, 99.31(14)(i)(A).

Annual Security Report

The University of Wisconsin-Green Bay's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by UW-Green Bay; and on public property within, or immediately adjacent to and accessible from, the campus. This report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. Fire safety statistics for student housing are included. You can obtain a copy of this report by contacting the Office of Public Safety or by accessing the following website: http://www.uwgb.edu/publicsafety/documents/AnnualSecurityReport.pdf

Law Enforcement Unit Records

Police investigative reports created and maintained by UWGB Police and Public Safety are not considered education records subject to FERPA. Accordingly, UWGB may disclose information from law enforcement unit records to anyone, including outside law enforcement authorities, without student consent, and once an investigation is complete.

Disclosure to Parents

When a student enters UWGB, including those less than 18 years of age, all rights afforded to parents under FERPA will transfer to the student. However, FERPA also provides ways in which UWGB may share information with parents without the student's consent. For example:

- UWGB may disclose education records to parents if the student is a dependent for income tax purposes. Parents must provide tax returns or other information sufficient to show dependency for tax purposes.
- UWGB may disclose education records to parents if a health or safety concern involves their son or daughter.
- UWGB may inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.

- A UWGB official may generally share with a parent, information that is based on that official's personal knowledge or observation of the student (e.g., a faculty or staff member's observation of a student's behavior).

FERPA and Student Health Information

The UWGB Counseling and Health Center may share student medical treatment records with parents and/or others under the health and safety circumstances described above. These records may otherwise be protected by other federal and state medical records privacy laws and can only be shared once a medical release form is signed by the student.

FERPA and Student and Exchange Visitor Information System (SEVIS)

FERPA permits UWGB to comply with information requests from the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.

Transfer of Education Records

Finally, FERPA permits UWGB officials to disclose any and all education records, including disciplinary records, to another institution at which the student, seeks or intends to enroll or is currently enrolled.

Contact Information

For further information about FERPA, please contact the UWGB FERPA website at http://www.uwgb.edu/ferpa/.

More information regarding FERPA can be obtained from the:
Family Policy Compliance Office -
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, DC 20202-5920
202-260-3887
http://www.ed.gov/policy/gen/guid/fpco/

Graduate Studies Office

For More Information

Office of Graduate Studies
Cofrin Library 835
University of Wisconsin-Green Bay
2420 Nicolet Dr.
Green Bay, WI 54311-7001
(920) 465-2123

Website: www.uwgb.edu/graduate
E-mail: gradstu@uwgb.edu
Campus information: (920) 465-2000
TDD (Telecommunications Device for the Deaf): (920) 465-2841

Admission and Application

Admission Requirements

Admission to a UW-Green Bay graduate degree program is a decision by the Director of Graduate Studies upon recommendation from the faculty for the specific program identified by the student on the application form. The decision is a judgment of the student's suitability to succeed in graduate degree work at UW-Green Bay, based on educational background and educational objectives.

While UW-Green Bay has a basic admission policy for graduate study, a philosophy of personalized admission assures that each applicant is considered individually. Entry requirements for full admission include:

- A baccalaureate degree from an accredited institution.
- A 3.0 grade point average (gpa), measured on a 4.0 scale. Students from schools not using a grading system will be evaluated on an individual basis.
- Official transcripts from all postsecondary institutions of higher learning.
- Graduate Application Fee. A non-refundable application fee is required of anyone applying for admission as a new graduate student at UW-Green Bay. The fee is currently $56. The application fee is subject to change based on the actions of the University of Wisconsin System.
- Additional prerequisites for entrance to the specific program chosen.

Students who do not meet the 3.0 gpa requirement or who have other deficiencies may be admitted on a provisional basis. Provisionally admitted students who receive at least a B grade in courses totaling nine credits of graduate work after acceptance will be fully admitted.

International students must demonstrate English proficiency by meeting the standards currently accepted. A full list of acceptable methods is available by contacting the Office of Graduate Studies. Applicants must also provide an Evaluation of Foreign Educational Credentials from Educational Credential Evaluators (ECE) or another similar evaluation service. International applicants who meet English proficiency and academic admission requirements will be admitted, but also must show official evidence of financial resources adequate to provide for their educational expenses before an I-20 form will be provided.

Admission Process

The admission process is initiated by submitting the completed application form to the Office of Graduate Studies at www.uwgb.edu/graduate/. The office notifies applicants whose files are incomplete. When the file is complete, official transcripts of previous undergraduate work and any graduate courses are examined and factors affecting either admission to the graduate program or acceptance of transfer credits are noted.

The file is reviewed by the Admissions Committee of the program specified on the application form. The Associate Provost for Academic Affairs and Director of Graduate Studies, on the advice of the committee, either admits, provisionally admits, or denies the applicant admission.

If an applicant is denied admission, reasons for the denial are provided along with an explanation of available options. Students denied admission may request reconsideration by writing to the Associate Provost for Academic Affairs and Director of Graduate Studies. The request should include a rationale for reconsideration. Applicants who have been denied admission may reapply after the lapse of one semester.

Letter of Admission

A letter of acceptance is sent to each student upon admission to the graduate program. This information appears on the letter:

Student Number

The permanent student number of each applicant is a University-assigned identification number.

Starting Term

Indicates spring or fall term admission.

Type of Entry

Indicates the graduate degree program.

Tuition Status

Indicates resident or nonresident status.

Conditions

Indicates admission status such as provisional admission.

Graduate Special Student (GSP)

Persons holding baccalaureate degrees or higher who wish to enroll in graduate courses at UW-Green Bay but who do not wish to pursue a graduate degree or participate in the graduate program may enroll as a special student.

Graduate credit will be awarded provided the student registers in graduate-level courses as a graduate special student and pays graduate fees. Credits for which neither graduate fees were paid nor graduate credit awarded cannot be retroactively converted to graduate credits. Graduate special students are not eligible for Independent Study or Internships. A graduate special student who decides to pursue a UW-Green Bay graduate degree must submit an application form to enter the degree program. Often the credits earned as a graduate special student may be applied toward the M.S. degree; however, this is not guaranteed.

Graduate Degree Residency Requirement

A minimum of 15 graduate credits must be earned in residence at UW-Green Bay.

Admission with Advanced Standing

All graduate course work completed at UW-Green Bay or at other graduate schools prior to admission to the M.S. degree program is evaluated by the student's adviser or graduate faculty committee. A maximum of 15 credits may be accepted from other institutions. A maximum of 15 credits may be earned as a graduate special student (GSP classification) at UW-Green Bay prior to matriculation into the degree program.

Credit by examination or for prior learning may not be used to meet degree requirements. Prior learning and experience may be applicable to demonstrate competencies for admission or to meet course requisites. More information is available on the Institution Assessment website (http://www.uwgb.edu/oira) about Credit for Prior Learning requirements and options.

Graduates of UW-Green Bay's Professional Development Certificate (PDC) program may receive up to 12 credits through the credit for prior learning process and apply them toward the area of emphasis requirement for the Applied Leadership for Teaching and Learning Master's Degree. Graduates of the PDC program should contact the chairperson of Applied Leadership for Teaching and Learning to obtain details about the credit for prior learning process.

Transfer Credit Policy

Transfer credit is defined as credit earned at an institution other than UW-Green Bay that is to be applied to UW-Green Bay master's degree requirements. Acceptance of transfer credits is determined by a credit review by the Registrar's Office and development of a program plan which includes the credits as part of a coherent program of study. Acceptance of the transfer credits is subject to review and approval by the Associate Provost for Academic Affairs and Director of Graduate Studies. General guidelines for evaluating potential transfer credits are:

- A maximum of 15 semester credits of graduate work may be accepted as transfer credits.
- A letter grade of A or B must be earned in each course transferred.
- The courses must contribute to a coherent program of study.
- The institution granting the credit must be regionally accredited at the master's degree level.
- The credits must be reasonably recent, usually earned within the five years prior to admission.
- Credits earned through extension courses offered or sponsored by universities outside of the state of Wisconsin will be subject to particular scrutiny.
- Credits earned under conditions that make them unacceptable toward a degree at the institution where the credits were earned will not be accepted by UW-Green Bay.

Use of Special Petition

Requirements sometimes may be modified or adapted to take into account a student's special educational or program needs. A request to modify a graduate program academic requirement is submitted to the Associate Provost for Academic Affairs and Director of Graduate Studies on a special petition form. The forms are available online at www.uwgb.edu/graduate/forms. If a change in a program requirement is being requested, the petition should include a statement from the major professor or graduate adviser and the graduate program chair explaining the change. Prior coursework can also be considered and substituted to meet degree requirements via approval of the faculty representative who can approve substitutions.

Active/Inactive Status

Matriculated students are considered inactive if they have not enrolled for four or more consecutive semesters without notifying the Office of Graduate Studies by filing a request to leave. They must be formally readmitted before they can re-enroll in classes. Inactive students required to reapply must meet the admission standards in effect at the time of readmission and are expected to meet degree requirements in effect at that time as well. The application fee does not apply to students seeking readmission after a period of inactivity.

Application

The admission process is initiated by submitting the completed application form to the Office of Graduate Studies by applying online at www.uwgb.edu/graduate/. The office notifies applicants whose files are incomplete. When the file is complete, transcripts of previous undergraduate work and any graduate courses are examined and factors affecting either admission to the graduate program or acceptance of transfer credits are noted.

The file is reviewed by the Admissions Committee of the program specified on the application form. The Director of Graduate Studies, on the advice of the committee, either admits, provisionally admits, or denies the applicant admission.

Students denied admission may request reconsideration by writing to the Director of Graduate Studies. The request should include a rationale for reconsideration. Applicants who have been denied admission may reapply for a subsequent semester.

Letter of Admission

A letter of acceptance is sent to each student upon admission to the graduate program. This information appears on the letter:

Student Number

The permanent student number of each applicant is a University-assigned identification number.

Starting Term

Indicates fall, January, spring, or summer term admission.

Type of Entry

Indicates the graduate degree program.

Tuition Status

Indicates resident or nonresident status.

Conditions

Indicates admission status such as provisional admission.

Graduate Special Student (GSP)

Persons holding baccalaureate degrees or higher who wish to enroll in graduate courses at UW-Green Bay but who do not wish to pursue a graduate degree or participate in the graduate program may enroll as a special student.

Graduate credit will be awarded provided the student registers in graduate-level courses as a graduate special student and pays graduate fees. Credits for which neither graduate fees were paid nor graduate credit awarded cannot be retroactively converted to graduate credits. Graduate special students are not eligible for Independent Study or Internships. A graduate special student who decides to pursue a UW-Green Bay graduate degree must submit an application form to enter the degree program. Often the credits earned as a graduate special student may be applied toward the M.S. degree; however, this is not guaranteed.

Graduate Degree Residency Requirement

A minimum of 50% of a program's graduate credits must be earned in residence at UW-Green Bay.

Admission With Advanced Standing

Graduate course work completed at UW-Green Bay or at other accredited graduate schools prior to admission to a UWGB graduate degree program is evaluated by the student’s adviser or graduate faculty committee. No more than 50% of credits may be accepted from other institutions. A maximum of 50% of a program's credits may be earned as a graduate special student (GSP classification) at UW-Green Bay prior to matriculation into the degree program.

Transfer Credit Policy

Transfer credit is defined as credit earned at an institution other than UW-Green Bay that is to be applied to UW-Green Bay graduate degree requirements. Acceptance of transfer credits is determined by a credit review by the Registrar’s Office and development of a program plan which includes the credits as part of a coherent program of study. Acceptance of the transfer credits is subject to review and approval by the Director of Graduate Studies. General guidelines for evaluating potential transfer credits are:

- No more than 50% of a program's required credits of graduate work may be accepted as transfer credits.
- A letter grade of A or B must be earned in each course transferred.
- The courses must contribute to a coherent program of study.
- The institution granting the credit must be regionally accredited at the master’s degree level or higher.
- The credits must be reasonably recent, usually earned within the five years prior to admission.
- Credits earned through extension courses offered or sponsored by universities outside of the state of Wisconsin will be subject to particular scrutiny.
- Credits earned under conditions that make them unacceptable toward a degree at the institution where the credits were earned will not be accepted by UW-Green Bay.

Use of Special Petition

Requirements sometimes may be modified or adapted to take into account a student’s special educational or program needs. A request to waive or modify a graduate program academic requirement is submitted to the Associate Provost for Academic Affairs and Director of Graduate Studies on a

special petition form. The forms are available online at www.uwgb.edu/graduate/forms. If a change in a program requirement is being requested, the petition should include a statement from the major professor or graduate adviser and the graduate program chair explaining the change.

Active/Inactive Status

Matriculated students are considered inactive if they have not enrolled for four or more consecutive semesters without notifying the Office of Graduate Studies by filing a request to leave. They must be formally readmitted before they can re-enroll in classes. Inactive students required to reapply must meet the admission standards in effect at the time of readmission and are expected to meet degree requirements in effect at that time as well. The application fee does not apply to students seeking readmission after a period of inactivity.

Graduate Assistantships

Graduate assistantships are available on a competitive basis to students in the Environmental Science and Policy program. Students receiving assistantships are expected to devote approximately 20 hours per week performing assigned duties. Typical duties are serving as a classroom assistant in a laboratory or discussion section, assisting in a center or institute, or serving as a research assistant. Student applicants will be evaluated for assistantships during the normal admission process; no additional application steps are required.

To be eligible for graduate assistantships students must:

- be fully admitted to the M.S. degree program;
- be enrolled for a minimum of six credits of course work each semester and no fewer than 15 credits during the entire academic year;
- maintain at least a 3.0 grade point average for graduate courses.

Office of Graduate Studies
CL 835, University of Wisconsin-Green Bay
2420 Nicolet Dr.
Green Bay, WI 54311-7001

Tuition and Fees

Costs

Fees and tuition are subject to change by action of the University of Wisconsin System Board of Regents and the Wisconsin Legislature. The actual costs for each academic year are available through the Bursar’s Office. Consult the Bursar’s website at http://www.uwgb.edu/bursar/ or the Office of Graduate Studies website at http://www.uwgb.edu/graduate/.

Residency

A student's resident classification is made during the admission process. The determination is fully explained, as is some reciprocity and tuition programs, on the Registrar website (http://www.uwgb.edu/registrar/residency).

If you have further questions or want additional information please contact the Residency Examiner at (920) 465-2725 or registrar@uwgb.edu.

Non-Resident Tuition Waivers

Non-resident tuition waivers are available on a competitive basis for students with a record of high academic achievement. Recipients of waivers remain responsible for Wisconsin resident tuition and fees.

Other Financial Aid

In addition to graduate assistantships, several other grant or aid programs are available. These include Perkins Loans, Stafford Loans, or University work/study awards. Students defined as minority group members may apply for Advanced Opportunity Grants or Wisconsin Indian Student Assistance Grants. For more information, contact the Financial Aid Office at (920) 465-2075.

Graduate Programs

- Master of Social Work (p. 48)

Master of Science in Applied Leadership for Teaching and Learning

The University of Wisconsin-Green Bay's Master's Degree in Applied Leadership for Teaching and Learning recognizes the valuable contributions of experienced educators and their ability to engage in professional development within a community of learners. With this understanding as its foundation, the program provides experienced educators with the opportunity to advance their knowledge and skills and be recognized as leaders within their profession.

This 30-credit program, which can be completed within two calendar years, includes a 21-credit core requirement as well as a nine-credit area of emphasis. As part of the core requirement, degree candidates will be required to complete a culminating project or thesis related to an educational, school or classroom-based line of inquiry. The core curriculum is based on the National Board of Professional Teaching Standards (NBPTS). The standards that undergird this program are the following:

- Teachers are committed to students and their learning.[1]
- Teachers know the subjects they teach and how to teach those subjects to students.[1]
- Teachers are responsible for managing and monitoring student learning.[1]
- Teachers think systematically about their practice and learn from experience.[1]
- Teachers are members of learning communities.[1]
- Teachers understand system theory and how to initiate and sustain meaningful change.
- Teachers are knowledgeable about historical and contemporary educational reform efforts.

[1] NBPTS standards

The Applied Leadership degree is unique in many respects. It is a truly advanced degree program that does not include teacher certification. It recognizes the expertise of experienced educators working within a community of professional learners. Most importantly, this program prepares professionals to conduct educational-based research and use their knowledge of research to make data-based decisions in order to improve student learning.

The Master's Degree is an integral part of the University of Wisconsin-Green Bay's Institute for Learning Partnership. The Institute brings together the extensive resources of the University, regional school districts, area businesses, and community leadership to improve the quality of education for all learners. In addition to working with the experienced faculty in Education, participants in the Master's Degree program have opportunities to work with faculty across a variety of academic disciplines, as well as participate in regional and local professional initiatives.

The program is designed as a part-time program for educators who are actively employed in educational and professional settings (e.g., K-12 classroom settings and/or business and industry training). Courses are offered on the weekends and during the summer. Students are admitted to the program each fall semester in cohort groups with a maximum of 20 students per group. This small group size enables close contact with the program's faculty and promotes the development of a sense of community over the course of the program.

Prerequisites

Minimum admission requirements are:

- A baccalaureate degree from an accredited institution.
- Two years of successful teaching experience is preferred, but not required.
- A minimum of a 3.0 grade point average (GPA).

Admission Requirements

Each applicant's prior academic work and experience will be evaluated prior to admission. Applicants are expected to have college-level writing, oral communication and computer skills. Students who show exceptional promise but lack the minimal prerequisites may be admitted provisionally. Applicants are not required to take the GRE for admission.

The application process requires completion of a UW-Green Bay Graduate Application form; letter of interest; names and contact information of three references; and official transcripts (undergraduate and graduate).

Degree Requirements

The requirements for the Master of Science in Applied Leadership for Teaching and Learning consist of successfully completing a 21-credit core requirement and a nine-credit area of emphasis.

Students must maintain at least a B average to remain in the program and to graduate. A grade of C or better is required for course work to be counted toward graduation.

Students must file an *Official Declaration of Master's Degree* (GR-1 Form) before completing eight graduate credits in the program.

Core Requirement

A 15-credit set of core courses form the foundation for the degree. All students must complete the following:

Code	Title	Credits
Core Courses		15
TCH LRNG 701	Reflective Inquiry	
TCH LRNG 702	Approaches to Educational Inquiry	
TCH LRNG 703	Contemporary Issues and Historical Contexts	
TCH LRNG 704	Applied Educational Leadership	
Inquiry Project or Thesis		6
TCH LRNG 799	Thesis or Project	
Area of Emphasis		9
Select at least nine credits		
Total Credits		30

Each individual in the program is required to complete a culminating project or thesis related to an educational, school or classroom-based line of inquiry. Participants engage in activities relevant to the development, interpretation and dissemination of their research under the direct guidance of a graduate faculty adviser. In addition to the required faculty, professionals from outside the University may also serve on thesis committees.

Students usually enroll for two credits of project or thesis support during the summer of their first year. The additional four credits will be distributed over the fall, spring and summer of their second academic year.

Area of Emphasis

Each student selects an area of emphasis consisting of at least nine graduate credits. These credits may be completed at UW-Green Bay or at another institution or setting. It may be possible to establish a personal area of emphasis fitted to the career interests of the student. Such programs must conform to MSAL guidelines and be filed as a Program Plan approved by the student's academic adviser, program chair and the Associate Provost for Academic Affairs and Director of Graduate Studies.

Program requirements change from time to time. New graduate courses are added and others are dropped.

Steps Towards the Degree

1. Applicant is admitted to the graduate program.
2. An *Official Declaration of Master's Degree* (GR-1 Form) is submitted to the Office of Graduate Studies on the student's behalf.
3. After completion of at least 8 credits, the student develops a project proposal. The proposal is reviewed and approved by a project committee. The *Approval of Thesis or Project Proposal* (GR-2 Form) is submitted to the Office of Graduate Studies on the student's behalf.
4. Student may register for project credits (TCH LRNG 799) and work on the project.
5. Student schedules the professional project presentation by filing the *Request for Thesis Defense/Project Presentation* (GR-3 Form) when the project document is nearly complete.
6. The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS). The application must be completed and submitted to the Office of the Registrar prior to November 1 for fall semester graduates and April 1 for spring and summer semester graduates.
7. A professional project presentation takes place. Filing the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Graduate Studies Office indicates satisfactory completion of the professional project and presentation.
8. Graduate receives diploma.

Graduate Committee

It is important for Applied Leadership for Teaching and Learning students to select a thesis/project committee early. The program chair or an adviser for the student's degree program normally assists in this process.

A thesis committee is comprised of at least two faculty members approved by the program chair. One member is requested by the student to act as the major professor or chair of the committee. That person must be a graduate faculty member of the student's degree program. In addition to faculty members, students are encouraged to ask a person from outside of the University to join their committees.

A professional project adviser may be a single faculty member within the student's program.

The thesis committee or project adviser is responsible for supervising the student's program of study and should:

- guide the student in appropriate selection of graduate courses and specialization studies to ensure that the student is aware of all relevant materials necessary to completely understand the chosen field of study;
- determine whether the student has accumulated and demonstrated sufficient ability to engage in analytic processes of problem solving;
- make certain that the student's project is consistent with the degree, confronts the interdisciplinary relationships of the subject area, and focuses on problem solving methods.

If during the student's course of study, he or she wishes to change committee members or adviser, the student must explain why the change is necessary or desirable. If the change is acceptable to both outgoing and incoming professors, the student must notify the Graduate Studies Office in writing.

Faculty

Ashmann, Scott, Associate Professor, Education. B.S., University of Wisconsin-Green Bay; M.S., University of Wisconsin-Milwaukee; Ph.D., Michigan State University.

Fields of interest: the professional development of secondary science teachers, science teacher preparation, leadership issues in mathematics and science education.

Davis, Gregory, Professor, Natural and Applied Sciences (Mathematics). B.S., University of Wisconsin-Green Bay; M.A., Ph.D., Northwestern University.

Fields of interest: dynamical systems, mathematical modeling of ecological systems, cliff swallow-house sparrow species dynamics.

Fencl, Heidi S., Associate Professor, Natural and Applied Sciences (Physics). B.S., Nebraska Wesleyan; M.S., University of Nebraska; Ph.D., Ohio State.

Fields of interest: science education, physics, astrophysics.

Kaufman, Timothy, Associate Professor, Education and Program Chair, Graduate Program in Applied Leadership for Teaching and Learning. B.A., Elmhurst College; M.S., Southern Illinois University; Ph.D., Loyola University.

Fields of interest: literacy, school reform, serving the needs of "at-risk" and learners with learning disabilities.

Kiehn, Mark, Associate Professor, Education. B.A., Adams State College; M.M.E., Ph.D., University of Colorado-Boulder.

Fields of interest: creative thinking in the classroom, arts education for exceptional learners, classroom assessment, school curriculum implementation/ educational reform.

Kimball, Steven, Associate Professor, Education. B.S., M.S., University of Wisconsin-Stevens Point; Ed.D., Cardinal Stritch University.

Fields of interest: educational leadership, social studies, reading/language arts, and Islamic studies.

Leary, J P, Assistant Professor, Humanistic Studies - First Nation Studies. B.A., University of Wisconsin-Eau Claire; M.A., University of Oklahoma;, Ph.D., University of Wisconsin-Madison.

Fields of Interest: indigenous education, curriculum theory and policy, history of educaiton, social studies, professional development.

Lor, Pao, Associate Professor, Education. B.S.E., M.S., University of Wisconsin-Oshkosh; Ph.D., University of Wisconsin-Madison.

Fields of interest: educational policy and analysis, teacher preparation programs, community relations, curriculum and supervision.

Poupart, Lisa, Associate Professor, Humanistic Studies-First Nations Studies. B.S., M.A., University of Wisconsin-Milwaukee; Ph.D., Arizona State.

Fields of interest: First Nations teaching and learning including Elder epistemology; decolonization and indigenous education, First Nations Studies in K-12 curriculum, historic trauma and generational healing.

Master of Science in Data Science

The University of Wisconsin - Green Bay, the University of Wisconsin – Eau Claire, the University of Wisconsin - La Crosse, the University of Wisconsin – Oshkosh, the University of Wisconsin – Stevens Point, and the University of Wisconsin – Superior in collaboration with the University of Wisconsin – Extension are offering a Master's of Science in Data Science. This master's program is entirely online and will teach you how to harness the power of big data using the latest tools and analytical methods. The program focuses on how to clean, organize, analyze, and interpret structured and unstructured data, deriving knowledge and communicating your discoveries clearly to stakeholders. It is a 12-course, 36 credit program and is taught by expert faculty.

This program will prepare you to how to realize value from big data and make better decisions. The insight gained could help organizations public, private or non-profit in enhancing customer engagement, optimizing operations, identifying and preventing fraud, and generating new sources of revenue

among others. The program offerings are relevant for virtually any industry- health care, retail, marketing, manufacturing, transportation, communication, education, insurance, finance, security, law enforcement, and more.

Code	Title	Credits
Core Curriculum		
DS 700	Foundations of Data Science	3
DS 705	Statistical Methods	3
DS 710	Programming for Data Science	3
DS 715	Data Warehousing	3
DS 730	Big Data: High-Performance Computing	3
DS 735	Communicating About Data	3
DS 740	Data Mining	3
DS 745	Visualization and Unstructured Data Analysis	3
DS 760	Ethics of Data Science	3
DS 775	Prescriptive Analytics	3
DS 780	Data Science and Strategic Decision Making	3
DS 785	Capstone	3
Total Credits		36

Master of Science in Environmental Science and Policy

Program Overview

The University of Wisconsin-Green Bay's Environmental Science and Policy program is appropriate for students with interests in the scientific and/or public policy aspects of contemporary environmental challenges. It provides a course of study that prepares its graduates for positions in scientific, technical and administrative organizations and agencies. The program's core focuses on identification and analysis of environmental issues and on developing interdisciplinary approaches and solutions to problems. The program offers four areas of emphasis with both thesis and non-thesis options: Ecosystems Studies, Environmental Technology and Analysis, Environmental Policy and Administration, and a Personal Program of Study.

Although the areas of emphasis seek to integrate the sciences with policy and administration, students choose to specialize in one area depending on future career interests. Each area of emphasis has a practical orientation that involves the student in real world problems and issues rather than presenting theoretical knowledge alone. Each area of emphasis allows for and encourages student flexibility in designing a particular program of study around a core of required courses. A personal program of study, as described below, may also be developed.

The program fits the needs of both part-time and full-time students, and can be completed following either a thesis or non-thesis degree plan. Many graduate courses are offered once weekly in the evening or at other times convenient for working individuals. Students benefit from the mix of perspectives and experiences held by participants in courses. Full-time students gain from the practical knowledge of the working professionals, who are in turn challenged by the current theoretical knowledge of those with recent undergraduate degrees. Students like the small class sizes and the close association with faculty. Fully prepared students usually complete the program in two years. Part-time students normally complete the program in three to five years.

The program features faculty that are widely published in the professional literature, active in externally funded research, and committed to excellence in teaching. The faculty associated with the program firmly believe that environmental policy must be based on good science but also that science is ineffective without sound policy decisions. Close ties exist with national, state and local agencies, providing students with opportunities to become engaged with and contribute to meaningful scientific research and policy formulation.

The University offers modern and well-equipped facilities that support research and study in environmental science and policy areas. Office and laboratory computers throughout campus enable access to advanced geographic information system (GIS), statistical and modeling software tools. Field sites available for research include five University-managed natural areas and a permanent UW-Green Bay forest research site in northern Wisconsin (Wabikon Forest Dynamics Plot) managed by the U.S. Forest Service as part of the Smithsonian Institution's Global Earth Observatory Network. UW-Green Bay researchers have established successful ongoing collaborations with regional government agencies and conservation organizations including the U.S. Fish and Wildlife Service, U.S. Forest Service, U.S. National Parks Service, U.S. Environmental Protection Agency, Wisconsin Department of Natural Resources, The Nature Conservancy, NEW Water (formerly Green Bay Metropolitan Sewerage District), as well as regional businesses and industries. The library collection is strong in all areas of environmental studies but is particularly so in environmental policy and administration. The library provides easy access to most pertinent journals in science and public policy and administration. Interlibrary loans are easily available from UW-Madison and elsewhere when sources are not available locally.

Admission Requirements

Each student's prior academic background is evaluated by a program admissions committee when he or she applies. Admission to the Environmental Science and Policy graduate program requires a student to have completed the equivalent of a basic undergraduate course in statistics and submitted current GRE general test scores. Students with a background in both policy and science will be given preference in admission decisions.

Each area of emphasis (Ecosystems Studies, Environmental Technology and Analysis, and Public Policy and Administration) requires different skills and preparation; therefore, additional prerequisites vary. Courses appropriate to the area of emphasis or needed to meet requisites of specific courses that a student wishes to incorporate into a plan of study will also be required.

Applicants who do not meet these requirements may be admitted if their academic record, letters of reference, and GRE scores indicate potential for successful completion of the program. However, these students will have additional requirements placed upon them as part of their academic plan to make up any deficiencies.

Degree Requirements

Students who are adequately prepared when they enter the program may earn the degree by satisfactorily completing a minimum of 28 credits of course work, plus the credit and non-credit requirements for thesis and non-thesis plans. Those who lack appropriate prerequisites may need to take additional courses to strengthen their backgrounds. Credits earned in undergraduate courses cannot be applied toward the graduate degree.

Credit requirements are determined by the student's chosen area of emphasis. All students must complete 18 credits of *General Core Requirements*, with remaining credits obtained from approved electives listed within each of the three official emphases, or from the development of an individual program plan with the assistance and approval of their graduate thesis committees, the ES&P Program Chair, and the Associate Provost for Academic Affairs and Director of Graduate Studies.

Thesis Requirements

During the first or second semester, students should select a thesis adviser, form a committee and start to develop a thesis proposal with the committee's assistance. By the time students complete 21 credits, they should have completed their thesis proposals. Approval of the thesis proposal places the student in candidacy for the degree. Successful defense of the written thesis and completion of all courses in the student's program plan result in awarding of the degree.

Non-Thesis Requirements

During the second semester for full time students, or upon completion of nine graduate credits for part-time students, non-thesis students should enroll in ES&P 762: Project Proposal. Over the course of the semester, student in this course prepare and finalize their official project proposals. In the spring semester during which the project will be completed, non-thesis students enroll in ENV S&P 768: Project Defense, where they will provide a public presentation of their project and submit a final project product. Non-thesis students are also required to successfully pass a cumulative programmatic *Written Examination*.

General Core Requirements

All students matriculated into the Environmental Science and Policy program are required to successfully complete the following set of required core courses (12 credits). Students pursuing the Thesis plan must also complete a minimum of 6 credits of ENV S&P 799 while those students enrolled within the non-thesis option must complete ENV S&P 762 and ENV S&P 768.

Code	Title	Credits
General Core Courses		4
ENV S&P 701	Perspectives in Environmental Science and Policy	
ENV S&P 763	Global Environmental Change & Sustainability	
Choose one of the following repeatable courses (2 credits)		2
ENV S&P 715	Seminar in Ecology and Evolution	
or ENV S&P 795	Special Topics	
Environmental Science		3
ENV S&P 740	Ecology and Management of Ecosystems	
or ENV S&P 767	Environmental Technology and Analysis	
Public Policy		3
ENV S&P 713	Environmental & Natural Resource Economics	
or ENV S&P 752	Environmental Policy and Administration	
Thesis Or Non-Thesis Plans		6
ENV S&P 799	Thesis	

or ENV S&P 762	Project Proposal	
& ENV S&P 768	and Project Defense	
Emphasis Requirements		16
Select at least 16 credits unduplicated by the program core.		
Total Credits		34

Area of Emphasis Requirements

In addition to the general core requirements described above, students will select a program of study from one of the areas of emphasis described below. A fourth option is to develop a “personal program of study” more fitting to the career interest of the student.

Area of emphasis courses (credits are unduplicated by the program core):

- Ecosystems Studies, 16 credits
- Environmental Technology and Analysis, 16 credits
- Environmental Policy and Administration, 16 credits
- Personal Program of Study, 16 credits minimum

Some undergraduate courses are cross-listed as graduate courses and require only graduate status to enroll. It is strongly recommended that a student speak with the professor assigned to the course prior to enrolling to ensure that the student is adequately prepared to succeed in the course.

Personal programs of study must conform to Environmental Science and Policy program guidelines and be approved in advance by the student’s graduate committee, the Environmental Science and Policy program chair, and the Associate Provost for Academic Affairs and Director of Graduate Studies. These programs must include the entire 18-credit program core requirements, at least one 3-4 credit quantitative course ENV S&P 755 or ENV S&P 760 and include a minimum of 34 total credits.

It is possible, even necessary depending on area requirements, that students will include one or two four-credit statistics courses in their academic program. In those cases, only seven credits would be needed in one semester which could be satisfied by ENV S&P 715 or ENV S&P 795, or an independent study or internship. If a regular course is selected, the academic program would include a total of 36 credits.

Ecosystems Studies (16 credits minimum)

Emphasis Prerequisites

Students who pursue the Ecosystems Studies area of emphasis are expected to have completed biology courses beyond introductory courses, typically the equivalent to a minor or major in biology (taken elsewhere or prior to entrance). These courses should include an ecology course.

Code	Title	Credits
Required Quantitative Course		4
ENV S&P 755	Environmental Data Analysis	
Choose one of the following required ecology courses:		3
ENV SCI 669	Conservation Biology	
ENV S&P 740	Ecology and Management of Ecosystems	
ENV S&P 743	Landscape Ecology	
ENV S&P 749	Wetland Ecology and Management	
Additional Courses - complete 9 credits		9
Choose any combination from the courses listed here or above.		
Biology:		
BIOLOGY 510	Plant Biodiversity	
BIOLOGY 511	Plant Physiology	
BIOLOGY 512	Mycology	
BIOLOGY 520	Field Botany	
BIOLOGY 542	Ornithology	
BIOLOGY 543	Mammalogy	
BIOLOGY 553	Invertebrate Biology	
BIOLOGY 555	Entomology	
BIOLOGY 602	Advanced Microbiology	
Environmental Science:		
ENV SCI 520	The Soil Environment	
ENV SCI 522	Environmental Microbiology	

ENV SCI 530	Hydrology
ENV SCI 601	Stream Ecology
ENV SCI 603	Limnology
Environmental Policy and Planning:	
PU EN AF 522	Environmental Planning
PU EN AF 578	Environmental Law
PU EN AF 580	Global Environmental Politics and Policy
PU EN AF 615	Public and Nonprofit Budgeting
ENV S&P 713	Environmental & Natural Resource Economics
ENV S&P 752	Environmental Policy and Administration
Math and Statistics:	
ENV S&P 760	Social Research Methods
MATH 630	Design of Experiments
MATH 631	Multivariate Statistical Analysis
MATH 667	Applied Regression Analysis
Seminar and Special Topics (1-2 credits):	
ENV S&P 715	Seminar in Ecology and Evolution
ENV S&P 795	Special Topics
Total Credits	16

Environmental Technology and Analysis (16 credits minimum)

Code	Title	Credits
Required Quantitative Course		4
ENV S&P 755	Environmental Data Analysis	
Additional Courses - 12 credits		12
Choose any combination of the following courses listed below:		
Chemistry:		
CHEM 520	Thermodynamics and Kinetics	
CHEM 522	Therymodynamics and Kinetics Laboratory	
CHEM 530	Biochemistry	
CHEM 531	Biochemistry Laboratory	
CHEM 602	Advanced Organic Chemistry	
CHEM 603	Advanced Organic Chemistry Laboratory	
CHEM 613	Instrumental Analysis	
Environmental Science:		
ENV SCI 505	Environmental Systems	
ENV SCI 518	Pollution Control	
ENV SCI 520	The Soil Environment	
ENV SCI 522	Environmental Microbiology	
ENV SCI 523	Pollution Prevention	
ENV SCI 530	Hydrology	
ENV SCI 535	Water and Waste Water Treatment	
ENV SCI 615	Solar and Alternate Energy Systems	
ENV SCI 632	Hydrogeology	
ENV SCI 660	Resource Management Strategy	
ENV SCI 664	Atmospheric Pollution and Abatement	
ENV S&P 724	Hazardous and Toxic Materials	
ENV SCI 633	Ground Water: Resources and Regulations	
ENV S&P 740	Ecology and Management of Ecosystems	
ENV S&P 767	Environmental Technology and Analysis	
Environmental Policy and Planning:		
PU EN AF 551	Water Resources Policy and Management	

PU EN AF 578	Environmental Law
PU EN AF 580	Global Environmental Politics and Policy
PU EN AF 615	Public and Nonprofit Budgeting
ENV S&P 713	Environmental & Natural Resource Economics
ENV S&P 752	Environmental Policy and Administration
Math and Statistics:	
ENV S&P 760	Social Research Methods
MATH 630	Design of Experiments
MATH 631	Multivariate Statistical Analysis
MATH 667	Applied Regression Analysis
Seminar and Special Topics:	
ENV S&P 715	Seminar in Ecology and Evolution
ENV S&P 795	Special Topics
Total Credits	16

Environmental Policy and Administration (16-18 credits minimum)

Emphasis Prerequisites

Students who pursue Environmental Policy and Administration come from a variety of undergraduate backgrounds such as economics, engineering, environmental planning, environmental policy, political science, public administration, sociology, or more traditional science disciplines. The appropriate undergraduate course preparation is dictated by the prerequisites for the courses to be included in a program of study and the thesis topic area. It would normally be expected that students would have the equivalent of one year of undergraduate course work in political science, public administration, or economics.

Code	Title	Credits
Required Courses - complete 6 credits:		9
ENV S&P 713	Environmental & Natural Resource Economics	
ENV S&P 752	Environmental Policy and Administration	
ENV S&P 760	Social Research Methods	
Administrative Organizations and Processes - complete 3 credits:		3
MANAGMNT 753	Organizational Theory and Behavior	
POL SCI 610	Intergovernmental Relations	
PU EN AF 514	Administrative Law	
PU EN AF 578	Environmental Law	
PU EN AF 579	Natural Resource Policy, Law, and Administration	
PU EN AF 615	Public and Nonprofit Budgeting	
Public Policy - choose 3 credits:		3
ECON 612	Economics of Sustainability	
ENV S&P 713	Environmental & Natural Resource Economics	
POL SCI 516	Congress: Politics and Policy	
PU EN AF 506	Regulatory Policy and Administration	
PU EN AF 522	Environmental Planning	
PU EN AF 551	Water Resources Policy and Management	
PU EN AF 578	Environmental Law	
PU EN AF 579	Natural Resource Policy, Law, and Administration	
PU EN AF 580	Global Environmental Politics and Policy	
PU EN AF 608	Public Policy Analysis	
Additional Courses		3
Select any combination from the courses listed here or above.		
Research Methods:		
ENV S&P 755	Environmental Data Analysis	
MATH 630	Design of Experiments	
MATH 631	Multivariate Statistical Analysis	
MATH 667	Applied Regression Analysis	

PU EN AF 653	Cost Benefit Analysis
Environmental Science:	
ENV S&P 724	Hazardous and Toxic Materials
ENV SCI 633	Ground Water: Resources and Regulations
ENV S&P 740	Ecology and Management of Ecosystems
ENV S&P 743	Landscape Ecology
ENV S&P 767	Environmental Technology and Analysis
ENV SCI 505	Environmental Systems
ENV SCI 518	Pollution Control
ENV SCI 523	Pollution Prevention
ENV SCI 660	Resource Management Strategy
Environmental Planning and Geographic Information Systems:	
PU EN AF 650	Advanced Geographic Information Systems
Seminar and Special Topics:	
ENV S&P 715	Seminar in Ecology and Evolution
ENV S&P 795	Special Topics
Total Credits	18

Areas of Emphasis

One of the primary goals of the Environmental Science and Policy (ES&P) graduate program is to prepare technically competent and creative individuals for positions in the public or private sectors. Individuals with such career objectives will focus on environmental science course work in the emphases of Ecosystems Studies or Environmental Technology and Analysis. Another objective of the ES&P graduate program is to prepare highly skilled and imaginative individuals for management and policy-making positions in government, nonprofit organizations and the private sector. Individuals with such career objectives will focus on environmental policy course work in the emphasis of Environmental Policy and Administration. Students will be prepared to deal with a variety of environmental problems and to pursue further graduate work in similar or related areas.

- **Ecosystems Studies**
  - Students who select the Ecosystems Studies emphasis may study general features of ecosystems such as nutrient regeneration, productivity, or trophic relationships. They may also focus on specific questions related to endangered species, predation and competition. Natural, managed, and disturbed ecosystems are examined in classroom and field activities. Studies on aquatic systems take advantage of the University's location on Green Bay, participation in the University of Wisconsin Sea Grant Program, and the on-campus Cofrin Center for Biodiversity. The University's proximity to large areas of northern forests and the Door County Peninsula provides convenient locations for the study of diverse ecosystems.
  - The Ecosystems Studies area of emphasis prepares students to:
    - design and conduct scientific investigations;
    - collect, evaluate, and interpret data;
    - make responsible decisions to implement appropriate technologies and strategies to solve environmental problems; and
    - effectively communicate the results of environmental studies to other scientists, decision makers and the general public.
  - Graduates typically work as scientists, environmental specialists, or project managers with industry, commercial laboratories, engineering firms, or government agencies, where their work involves analysis, research, consulting, compliance, or enforcement.
- **Environmental Technology and Analysis**
  - Students who select the Environmental Technology and Analysis emphasis may study concepts of: environmental modeling and remediation; municipal, industrial, and agricultural waste transformation, utilization and disposal; alternative energy systems and energy efficiency; or chemical, biological and geological aspects of ground or surface water systems. Students may be involved with evaluating alternative technologies and strategies for effective planning and policy implementation for the future. Principles and techniques of quantitative and qualitative analysis are applied to problems of supply, distribution, and utilization of natural resources and to the optimization of treatment and management costs in the context of public agencies, consulting firms and industries.
  - The Environmental Technology and Analysis area of emphasis prepares students to:
    - design and conduct scientific investigations;
    - collect, evaluate, and interpret data;
    - make responsible decisions to implement appropriate technologies and strategies to solve environmental problems; and
    - effectively communicate the results of environmental studies to other scientists, decision makers and the general public.

- Graduates typically work as scientists, environmental specialists, or project managers with industry, commercial laboratories, engineering firms, or government agencies, where their work involves analysis, research, consulting, compliance, or enforcement.

Environmental Policy and Administration

- Students who select the Environmental Policy and Administration emphasis may study the characteristics and operation of government institutions; organizational policy, design and evaluation; and substantive policies in regulation, environmental protection, science and technology, and energy and natural resources. Courses emphasize environmental problem analysis and planning, policy analysis and formulation, environmental law and implementation, program evaluation, statistical analysis and the application of social science research methods to environmental issues. Studies benefit from interaction with the Center for Public Affairs and the Cofrin Center for Biodiversity.
- The Environmental Policy and Administration area of emphasis prepares students to:
  - identify and analyze policy-relevant problems of major importance;
  - collect, assess, and interpret policy-relevant data;
  - design, evaluate, and implement strategies and programs for addressing such problems; and
  - effectively communicate the results of policy analyses and evaluations to diverse audiences, including environmental scientists, policy makers, and the general public.
- Graduates typically enter governmental agencies at the national, state or local level, or nonprofit organizations, where their work involves policy analysis, planning, or administration. Some prefer positions in legislative bodies, environmental organizations, or industry where administrative or analytical work is combined with politics, public relations, education or advocacy.

Personal Program of Study

- The personal program of study provides students with the flexibility to develop the individual skillsets needed to pursue unique or emerging fields within the broader area of environmental science and policy. This degree path may be of particular interest to those interested in pursuing an entrepreneurial career. Part-time students, especially those seeking professional advancement through their current employer might also consider this emphasis.
- Personal programs of study must conform to Environmental Science and Policy program guidelines and be approved by the student's academic adviser, the Environmental Science and Policy program chair, and the Associate Provost for Academic Affairs and Director of Graduate Studies. These programs must include the entire 18-credit program core requirements and include a minimum of 34 credits.

Steps Toward the Degree

Thesis Students

- The candidate is admitted to the ES&P graduate program.
- The student submits an *Official Declaration of Master's Degree* (GR-1 Form) to the Office of Graduate Studies no later than the end of the semester in which the first six graduate credits are completed. This confirms the student's area of emphasis in the program, their intention to pursue a thesis program plan, and pairs a student with a major professor/thesis adviser. Thesis students should begin to develop a thesis committee and thesis proposal in collaboration with their major professor.
- On or before the successful completion of twenty-one credits of course work, the student completes a thesis proposal. The proposal is reviewed by the thesis committee and, if approved, submitted to the Office of Graduate Studies, by the major professor, using the *Approval of Thesis or Project Proposal* (GR-2 Form).
- The student may then register for thesis credit (ENV S&P 799) and work on the thesis project.
- When the project and thesis document is nearly complete, the student schedules the thesis defense by completing the *Request for Thesis Defense/ Project Presentation* (GR-3 Form). For graduation in the fall and spring semesters, the thesis defense must be held before the last day of final exams in a given semester.
- The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS) prior to November 1 for fall semester graduates, and April 1 for spring and summer semester graduates.
- The scheduled thesis defense meeting takes place. Upon satisfactory completion of the thesis defense, the major professor files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies. The student then has 20 calendar days after the last day of final exams to submit their final thesis/project document to the Office of Graduate Studies and 42 calendar days after the last day of final exams for all other graduation requirements to be completed and verified.
- The final format of the thesis report is reviewed through the Office of Graduate Studies. Student submits to the Office of Graduate Studies the required number of thesis copies for final approval and deposition in University library.
- Degree is awarded and graduate receives diploma.

Non-Thesis Students

- The candidate is admitted to the ES&P graduate program.

- The student submits an *Official Declaration of Master's Degree* (GR-1 Form) to the Office of Graduate Studies no later than the end of the semester in which the first six graduate credits are completed. This confirms the student's area of emphasis and their intention to pursue a non-thesis program plan. Non-thesis students should begin to identify potential internship or project opportunities.
- During the second semester for full-time students, or upon completion of nine graduate credits for part-time students, non-thesis students should enroll in ES&P 762: Project Proposal. Over the course of the semester, students in this course prepare and finalize their official project proposals, culminating in the submission of the *Approval of Thesis or Project Proposal* (GR-2 Form) to the Office of Graduate Studies.
- In the spring semester during which the project will be completed, non-thesis students enroll in ENV S&P 768: Project Defense. Over the course of the semester, students in this course prepare and finalize their project documents, give oral presentations, and take a cumulative programmatic *Written Examination*. Course requirements are fulfilled with submission of an approved *Approval of Thesis Defense or Project Presentation* (GR-4 Form) to the Office of Graduate Studies. The student then has 42 calendar days after the last day of final exams to submit their *Approval of Thesis Defense or Project Presentation* (GR-4 Form) to the Office of Graduate Studies and for all other graduation requirements to be completed and verified.
  - *Written Examination* – Students are graded pass/fail, and have a maximum of three attempts to pass. Those students requiring additional attempts (beyond the first) should schedule exam dates with the ES&P Chair, a minimum of 3 weeks following their previous attempt. Upon successful completion of the *Written Examination* the student files their *Written Examination Completion* (GR-5 form) to the Office of Graduate Studies.
- The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS) prior to November 1 for fall semester graduates, and April 1 for spring and summer semester graduates.
- Degree is awarded and graduate receives diploma.

Thesis Requirement

Graduate Committee

It is important for Environmental Science and Policy students to select a thesis committee as early as possible. The program chair or an adviser for the student's degree program normally assists in this process. A thesis committee comprised of at least three members must be approved by the program chair. One member is requested by the student to act as the major professor, or chair, of the committee. That person must be a graduate faculty member of the student's degree program. Thesis committees must include at least two University of Wisconsin-Green Bay faculty members. Students are encouraged, but not required, to ask a person from outside the University to serve on their committees as the third member.

The thesis committee is responsible for supervising the student's program of study and should:

- guide the student in appropriate selection of graduate courses and specialization studies to ensure that the student is aware of all relevant materials necessary to completely understand the chosen field of study;
- determine whether the student has accumulated and demonstrated sufficient ability to engage in analytic processes of problem solving;
- make certain that the student's project is consistent with the degree, confronts the interdisciplinary relationships of the subject area, and focuses on problem solving methods.

If during the student's course of study, he or she wishes to change committee members or adviser, the student must explain why the change is necessary or desirable. If the change is acceptable to both outgoing and incoming professors, the student must notify the Office of Graduate Studies in writing.

Thesis Proposal

The thesis proposal is a formal document that provides an overview of the planned study. It must include an explanation of the research problem, issue, or situation to be addressed, its relevance or application, and the methods and resources that will be used in completing the project.

On or before the successful completion of twenty-one credits of course work, the student prepares the proposal, using the *Guidelines for Preparing the Proposal* provided by the Office of Graduate Studies. A copy of the *Guidelines* and *Approval of Thesis or Project Proposal* (GR-2 Form) are available on the Office of Graduate Studies website www.uwgb.edu/graduate. Once approved, a copy of the approved proposal and the signed GR-2 Form are sent to the Associate Provost for Academic Affairs/Director of Graduate Studies for final approval and inclusion in the student's official file.

Registration for Thesis Credit

Students may only register for thesis credits with an approved proposal on file. Enrollment for thesis credits may be for one to six credits per term and may be spread over several terms as appropriate. *A student must be registered for a minimum of one thesis credit during the term in which a thesis defense is scheduled.*

Thesis Document Preparation

The thesis is a formal document and must be prepared to conform to UW-Green Bay library requirements and graduate program standards. In preparing the thesis document, students should carefully follow the *Style and Format Requirements for the Master's of Science Thesis*. Copies of the guidelines and a copy of the completed *Approval of Thesis or Project Proposal* (GR-2 Form) are mailed to students along with notice of proposal approval. It is the

student's responsibility to prepare and present the final document in an acceptable format. Several writers' guides and style manuals are commercially available. To prepare the professional project report, students should carefully follow the guidelines provided by respective course instructors.

Thesis Defense

The thesis defense is an open event attended by the candidate's graduate committee and other interested individuals. The defense permits the committee to ascertain whether the student has adequately understood and seriously attempted to solve a significant problem.

To schedule the thesis defense, the student must file the *Request for Thesis Defense/Project Presentation* (GR-3 Form) with the Office of Graduate Studies at least one week in advance of the proposed date. The thesis defense should be scheduled during one of the academic terms unless other specific arrangements are acceptable to all parties.

Prior to the thesis defense, the Office of Graduate Studies will provide *Approval of Thesis Defense or Project Presentation* (GR-4 Form) to the major professor. After a satisfactory defense, the major professor and committee members sign the form and return it to the Office of Graduate Studies. A dissenting signature must be accompanied by an explanation from the dissenting member. A candidate is considered to have passed his or her thesis defense only after all issues have been resolved and the completed GR-4 Form is returned to the Office of Graduate Studies.

Thesis Report Deposition

1. Upon satisfactory completion of the thesis defense, the candidate is required to supply two copies of his or her thesis, including two copies of any audio/visual components and one additional copy of a title page and abstract, to the Office of Graduate Studies. After the major professor signs the document, the Director of Graduate Studies reviews and signs it or returns the document for revision. Two copies of the final document are forwarded with a binding fee ($12 per copy, but subject to change), collected from the student, to the UW-Green Bay library as a permanent record of the student's scholarly or creative activity. If the candidate wishes, additional copies provided by the student may be bound at the same per copy fee, payable to UW-Green Bay. Diplomas are not awarded until all degree requirements are met. This includes certification by the Director of Graduate Studies that the thesis conforms to all UW-Green Bay library requirements and graduate program standard thesis defense meeting takes place. Upon satisfactory completion of the thesis defense, the major professor files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies. The student then has 20 calendar days after the last day of final exams to submit their final thesis/project document to the Office of Graduate Studies and 42 calendar days after the last day of final exams for all other graduation requirements to be completed and verified.
2. The final format of the thesis report is reviewed through the Office of Graduate Studies. Student submits to the Office of Graduate Studies the required number of thesis copies for final approval and deposition in University library.
3. Degree is awarded and graduate receives diploma.

Non-Thesis Requirement

Non-Thesis Committee

Project quality and rigor is maintained by the collective oversight of the three faculty instructors for ENV S&P 762: Project Proposal and ENV S&P 764: Project Defense. These faculty members are collectively responsible for authorizing *Approval of Thesis or Project Proposal* (GR-2 Form) and *Approval of Thesis Defense or Project Presentation* (GR-4 Form).

Project Proposal

The project proposal is a formal document that provides an overview of the planned study. It must include an explanation of the problem, issue, or situation to be addressed, its relevance or application, and the methods and resources that will be used in completing the project. Projects are differentiated from theses in: a) their focus on application of environmental science and policy approaches in place of a focus on answering questions and expanding knowledge (i.e. traditional theses), and b) the nature of their final products; project final products can take many forms (e.g. a final report, a functional website, a multimedia tool, etc), while the thesis format reflects a research approach to communication.

During the second semester for full-time students, or upon completion of nine graduate credits for part-time students, non-thesis students should enroll in ES&P 762: Project Proposal. Over the course of the semester, students in this course prepare and finalize their official project proposals, culminating in the submission of the *Approval of Thesis or Project Proposal* (GR-2 Form) to the Office of Graduate Studies. ES&P 762: Project Proposal is graded pass/fail.

Project Defense

There are two essential requirements for successful completion of the non-thesis project, both of which occur within ENV S&P 768: Project Defense. First, students must satisfactory complete a public presentation of their project at an end-of-semester Graduate Symposium to be organized and implemented by the class. The project presentation is an open event attended by the three instructors for ENV S&P 768: Project Defense (i.e. non-thesis committee), as well as any other interested individuals. Presentations are reviewed (pass/fail) by the non-thesis committee. Second, students must complete a final product (report, website, multimedia tool, etc.) to be reviewed (pass/fail) by the non-thesis committee. Students should enroll in ENV S&P 768 during the final spring semester of their program of study. A candidate is considered to have passed his or her project defense (i.e. ENV S&P 768) only after successful completion of both the public presentation and final project product, culminating in the submission of the completed *Approval of Thesis Defense or Project Presentation* (GR-4 Form) to the Office of Graduate Studies.

Written Examination

Non-thesis students are required to pass a written examination comprised of a mixture of learning outcomes drawn from the core curriculum and student-specific emphases. The first administration of the exam occurs in ENV S&P 768. Those students requiring additional attempts should schedule exam dates with the ES&P Chair a minimum of 3 weeks following their previous attempt. Students have a maximum of three attempts to pass. Upon successful completion of the Written Examination the student files *Written Examination Completion* (GR-5 form) to the Office of Graduate Studies.

Switching Between Thesis and Non-Thesis Plans

Non-thesis students replace the requirement of 6 thesis credits (ENV S&P 799) with 6 project credits divided between two courses (ENV S&P 762: Project Proposal: 3 credits and ENV S&P 768: Project Defense: 3 credits). Students wishing to switch between thesis and non-thesis tracks must amend their GR-2 forms appropriately, including committee approval, and can apply up to three credits earned from either ENV S&P 799: Thesis Credits or ENV S&P 762: Project Proposal interchangeably toward degree completion. All other requirements for thesis and non-thesis degree plans must meet the specifications highlighted above under "Thesis" and "Non-Thesis Requirements."

Faculty

Caglar, Atife, Associate Professor, Natural and Applied Sciences (Mathematics). B.S. (1989), M.S. (1993) University of Ataturk (Turkey); M.S. (1998), Ph.D. (2002) University of Pittsburgh.

Fields of interest: numerical analysis, numerical solution of partial differential equations, computational fluid dynamics, industrial modeling, large-scale scientific computing.

Chen, Franklin, Associate Professor, Natural and Applied Sciences (Chemistry). B.A. (1970) National Taiwan University (Taiwan); Ph.D. (1977) Princeton University.

Fields of interest: organic contaminant remediation; rock erosion effects (tidal wave and bubble implosion effects on rock surfaces); mesoporous materials with gas phase contaminant adsorption properties; polymeric electrolytes with potential industrial applications; sonochemistry that may enhance catalytic ability.

Currier, Ryan, Assistant Professor, Natural and Applied Sciences (Geoscience). B.S. Geoscience, Michigan State University; M.A. and Ph.D. Magma Dynamics, Johns Hopkins University.

Fields of interest: transport phenomena of magma; magmatic ore formation; Antarctic geology.

Davis, Gregory J., Professor, Natural and Applied Sciences (Mathematics). B.S. (1981) UW-Green Bay; M.A. (1985), Ph.D. (1987) Northwestern.

Fields of interest: dynamical systems; mathematical modeling of biological and physical systems; cliff swallow-house sparrow species dynamics.

Dornbush, Mathew, Associate Professor, Natural and Applied Sciences (Biology). B.A. (1998) Augustana College; M.S. (2001), Ph.D. (2005) Iowa State University.

Fields of interest: soil ecology; plant-soil microbial interactions; soil microbial ecology; ecosystem carbon cycling; plant ecology; invasive species; restoration ecology.

Draney, Michael L., Professor, Natural and Applied Sciences (Biology). B.S. (1989) New Mexico State University; M.S. (1992), Ph.D. (1997) Univ. of Georgia.

Fields of interest: inventory, monitoring and assessment techniques for terrestrial and wetland invertebrates, taxonomy, and conservation of spiders and ground-dwelling arthropods.

Fermanich, Kevin J., Professor, Natural and Applied Sciences (Geoscience). B.S. (1985) UW-Stevens Point; M.S. (1988), Ph.D. (1995) UW-Madison.

Fields of interest: nonpoint pollution; soil management; watershed management, groundwater, contaminant fate and transport; vadose zone processes; community environmental monitoring.

Forsythe, Patrick S., Assistant Professor, Natural and Applied Sciences (Biology). B.S. (2000), M.S. (2003) Eastern Illinois University, Ph.D. (2010) Michigan State University.

Fields of interest: fisheries biology and ecology with emphasis on ecosystems of the Great Lakes region; mating systems and early life history dynamics of fishes; behavioral ecology and species interactions; population/community ecology; landscape ecology; conservation biology; dynamic evolutionary processes that lead to adaptation.

Furlong, Scott R., Professor, Public and Environmental Affairs (Political Science). B.A. (1985) St. Lawrence University; M.P.A. (1987), Ph.D. (1992) The American University.

Fields of interest: regulatory policy; environmental policy; legislative politics; administrative law; public policy and administration; research methods and interest group influence on the administrative rulemaking process.

Grubisha, Lisa C., Associate Professor, Natural and Applied Sciences (Biology). B.S. (1988) University of Wisconsin-Milwaukee, M.S. (1998) Oregon State University, Ph.D. (2005) University of California-Berkeley.

Fields of interest: Fungal ecology and evolution, Microbial diversity and function, Conservation Biology, Population Genetics, Phylogenetics.

Helpap, David, Assistant Professor, Public and Environmental Affairs (Political Science). B.S. (2006) Political Science, University of Wisconsin-Green Bay; M.A. (2008), Ph.D. (2012) Political Science, University of Wisconsin-Milwaukee.

Fields of interest: state and local government; urban politics; brownfield redevelopment; public management and budgeting; public policy

Holzem, Ryan M., Assistant Professor, Natural and Applied Sciences (Engineering Technology). B.S. (2006) UW-Platteville, M.S. (2008) UW-Madison, Ph.D. (2014) Duke University.

Fields of interest: biological, chemical, and physical processes of drinking water and wastewater treatment and remediation; process and technologies associated with nutrient and energy recovery, such as anaerobic digestion, biosolids management and disposal, and phosphorus, nitrogen, and potassium recovery; impact and potential removal methods of emerging chemicals of concern within natural and engineered systems.

Howe, Robert W., Barbara Hauxhurst Cofrin Professor, Natural and Applied Sciences (Biology); Director, Cofrin Center for Biodiversity. B.S. (1974) Notre Dame; M.S. (1977), Ph.D. (1981) UW-Madison.

Fields of interest: terrestrial ecology and conservation biology; ecological indicators; bird population dynamics; population monitoring; landscape ecology; conservation design residential development; disease ecology; black bear ecology; evolutionary ecology.

Intemann, Jeremy J., Associate Professor, Natural and Applied Sciences (Chemistry). B.S. (2006) University of Northern Iowa, Ph.D. (2012) Iowa State University.

Fields of interest: synthesis of conjugated polymers and small molecules for use in organic electronics.

Katers, John F., Professor, Natural and Applied Sciences (Engineering). B.S. (1991), M.S. (1993) UW-Green Bay; Ph.D. (1996) Marquette.

Fields of interest: waste management; recycling, pollution prevention, renewable energy, water and waste water treatment.

Luczaj, John, Associate Professor, Natural and Applied Sciences (Geoscience). B.S. (1993) University of Wisconsin-Oshkosh; M.S. (1995) University of Kansas; Ph.D. (2000) Johns Hopkins University.

Fields of interest: fluid inclusion in minerals; water-rock interaction in sedimentary rock; groundwater contamination; karst geology and hydrogeology; stratigraphy of Paleozoic sedimentary rocks.

Mahfuz, Mohammad Upal, Assistant Professor, Natural and Applied Sciences (Engineering Technology). B.S. (2002) Bangladesh University of Engineering and Technology (BUET), Bangladesh, M.S. (2008) University of Calgary, Canada, M.Engg. (2005) Asian Institute of Technology, Thailand, Ph.D. (2014) University of Ottawa, Canada.

Fields of interest: nano scale communication systems, wireless communication and positioning systems, emerging and sustainable technologies.

Malysheva, Tetyana, Assistant Professor, Natural and Applied Sciences (Math). B.S., M.S. Computer Sciences, National Technical University of Ukraine “KPI”, Ph.D., M.A. Mathematics, University of Oklahoma; Ph.D. Physical and Mathematical Sciences - Computational Mathematics, Institute of Mathematics of the National Academy of Sciences of Ukraine.

Fields of interest: theory and applications of partial differential equations, numerical analysis, control of distributed parameter systems, continuum mechanics, inverse problems.

Mattison, Sue J., Dean and Professor, College of Professional Studies. B.A. (1981) , M.A. (1987) University of Northern Iowa, Ph.D. (1991) The University of Iowa.

Fields of interest: breast and bladder cancer epidemiology, including examining racial differences in breast cancer treatment, survival, risk factors, and molecular markers; and the economic aspects of cancer treatment.

Meyer, Steven J., Associate Professor, Natural and Applied Sciences (Geoscience). B.S. (1983) Northern Illinois; M.S. (1986), Ph.D. (1990) University of Nebraska.

Fields of interest: climate change; the effects of climate change on natural resources; climate related decision making; long-range climate outlooks and their uses; science education.

Olson Hunt, Megan J., Associate Professor, Natural and Applied Sciences (Statistics). B.A., B.S.T. (2007) Winona State University, Ph.D. (2014) University of Pittsburgh.

Fields of interest: Theoretical issues in missing data, applied environmental and neurological data analyses, teaching all levels of statistics.

Phoenix, Laurel, Associate Professor, Public and Environmental Affairs (Planning). B.S. (1992), M.S. (1994) Colorado at Boulder; Ph.D. (2001) SUNY College of Environmental Science and Forestry.

Fields of interest: water resources management; drinking water quality; anti-environmentalism; water and waste water infrastructure; rural environmental planning.

Stoll, John R., Professor, Public and Environmental Affairs (Economics). B.S. (1973) UW-Green Bay; M.S. (1977), Ph.D. (1980) Kentucky.

Fields of interest: natural resource and environmental economics; quantitative methods; nonmarket valuation methodology; economics of recreation and leisure; cost-benefit analysis, regional economics, fisheries economics, value of nonconsumptive resource usage.

Terry, Patricia A., Professor, Natural and Applied Sciences (Engineering). B.S. (1989), M.S. (1991) Texas-Austin; Ph.D. (1995) University of Colorado-Boulder.

Fields of interest: general water remediation; environmental separations; ion exchange processes; removal of heavy metals, chromates, phosphates, and nitrates from water.

Weinschenk, Aaron C., Assistant Professor, Public and Environmental Affairs. B.A., B.S. (2007) University of Wisconsin-Green Bay, M.A. (2009), Ph.D. (2013) University of Wisconsin-Milwaukee,

Fields of interest: American Government and Politics; Political Behavior; Campaigns and Elections; Political Psychology; Voting Behavior; Political Participation; Statistics; Research Design and Methodology.

Wheat, Elizabeth, Assistant Professor, Public and Environmental Affairs (Political Science). B.A. (2002) Psychology, Alma College; M.P.A. (2004) Comparative Environmental Policy, Indiana University; Ph.D. (2013) Political Science, Western Michigan University.

Fields of interest: environmental law, environmental justice, civil rights, wildlife smuggling, international organizations.

Wolf, Amy, Associate Professor, Natural and Applied Sciences (Ecology). B.S. (1989), M.S. (1993) UW-Green Bay; Ph.D. (1998) University of California-Davis.

Fields of interest: conservation biology, plant-animal interactions, restoration ecology, plant population ecology, ornithology; pollination ecology of rare plants, butterfly conservation and monitoring, population genetics of rare plants, invasive wetland plants, conservation of native bees.

Yan, David, Assistant Professor, Natural and Applied Sciences (Engineering Technology). B.E. (2007) Auckland University of Technology, New Zealand, M.Phil. (2009) Auckland University of Technology, New Zealand, Ph.D. (2014) Deakin University, Australia.

Fields of interest: experimental and numerical studies of severe plastic deformation processes for metallic materials; applied research and industrial applications in advanced manufacturing and tooling solution such as high speed machining of aerospace alloys, solid-state joining of metallic materials and dissimilar materials, additive manufacturing, and computer-aided design and manufacturing (CAD/CAM).

Zorn, Michael E., Professor, Natural and Applied Sciences (Chemistry). B.S. (1993) UW-Green Bay; Ph.D. (1997) UW-Madison.

Fields of interest: development of photocatalytic and catalytic methods for degradation of environmentally relevant compounds; development of enhancement of experimental methods (including sensors) for the analysis of environmental samples.

Emeriti Faculty

Day, Harold Jack, Professor, Natural and Applied Sciences (Engineering). B.S. (1952), M.S. (1953), Ph.D. (1963) UW-Madison.

Fields of interest: water resources, fluid mechanics, hydrology and related applications of engineering to society and technology; regional water quality and associated land management and flood plain management; resource management.

Harris, Hallet J., Professor, Natural and Applied Sciences (Biology). B.A. (1961) Coe College; M.S. (1965), Ph.D. (1966) Iowa State.

Fields of interest: animal and wetland ecology; management of coastal areas; wildlife management; ecological risk assessment.

Kraft, Michael E., Herbert Fisk Johnson Professor, Public and Environmental Affairs (Political Science). B.A. (1966) UC-Riverside; M.A. (1967), Ph.D. (1973) Yale.

Fields of interest: American politics and government; public policy analysis; Congress; environmental policy and politics in the U.S.; sustainable communities; politics of nuclear waste disposal; business and environmental policy; environmental information disclosure.

Moran, Joseph M., Professor, Natural and Applied Sciences (Earth Science). B.A. (1965), M.S. (1967) Boston College; Ph.D. (1972) UW-Madison.

Fields of interest: nature of climatic change, air pollution meteorology; applications of paleoclimatic reconstruction techniques to Glacial-age evidence; environmental implications of current climatic changes; quaternary climatology; geology.

Niedzwiedz, William R., Professor, Public and Environmental Affairs (Geography). B.S. (1969), M.S. (1972) Massachusetts; Ph.D. (1981) Virginia Polytechnic.

Fields of interest: geographic information systems; aerial photo interpretation; coastal management; conservation design of landscapes; environmental impact.

Sager, Paul E., Professor, Natural and Applied Sciences (Biology). B.S. (1959) Michigan; M.S. (1963), Ph.D. (1967) UW-Madison.

Fields of interest: ecology of aquatic communities including nutrient studies in the phytoplankton of freshwater lakes; eutrophication of lakes; ecological effects of nutrient enrichment and water quality deterioration; limnology.

Scheberle, Denise L., Professor, Public and Environmental Affairs (Political Science). B.S. (1982), M.P.A. (1984) University of Wyoming; Ph.D. (1991) Colorado State University.

Fields of interest: environmental policy and law; policy implementation and formation; federal-state relationships in environmental programs; public administration; intergovernmental relations; public policy.

Stieglitz, Ronald D., Professor, Natural and Applied Sciences (Earth Science-Geology). B.S. (1963) UW-Milwaukee; M.S. (1967), Ph.D. (1970) Illinois.

Fields of interest: environmental geology; stratigraphic analysis; sedimentary geology; applications of geology to land use problems; ground water resources.

Wenger, Robert B., Professor, Natural and Applied Sciences (Mathematics). B.S. (1958) Eastern Mennonite; M.A. (1962) Pennsylvania State; Ph.D. (1969) Pittsburgh.

Fields of interest: application of mathematical models to environmental problems such as solid waste management and water quality management; ecosystem risk assessment and graph-theoretic approaches to the study of ecosystem stressors.

Adjunct Faculty

Katz, Chris, Adjunct Assistant Professor, (Veterinary Medicine). B.S. (1977), D.V.M. (1981) Iowa State.

Fields of interest: Black Bear research, wildlife and exotic pet medicine, wildlife anesthetization for research.

Medland, Vicki, Associate Director, Cofrin Center for Biodiversity (Biology). B.S. (1984) UW-Madison; M.S. (1989) New Mexico State University; Ph.D. (1997) University of Georgia.

Fields of interest: wetland ecology, evolutionary and behavioral ecology of aquatic invertebrate and zooplankton.

Reed, Tara, Adjunct Associate Professor, Natural and Applied Sciences (Biology). B.A. (1980) Whitworth; M.S. (1995) Oregon State; Ph.D. (1999) UW-Madison.

Fields of interest: impacts of anthropogenic activities and exotic invasions on aquatic ecosystem; changes in the Green Bay ecosystem following zebra mussel invasion; evaluating the changes in macroinvertebrate community structure downstream following dam removal.

Robertson, Dale, Adjunct Associate Professor, U.S. Geological Survey (Hydrology). B.S. (1981) St. Norbert College; M.S. (1984), Ph.D. (1989) UW-Madison.

Fields of interest: physical limnology; water-quality modeling; influence of environmental factors, watershed management strategies, and in-lake management alternatives on the water quality rivers and lakes; ice as climatic indicators; effects of artificial destratification; regional loading estimates; meteorological and lake physical measurements; air-water interactions.

Robinson, Patrick, Co-Director & Environmental Studies Specialist, UWEX Environmental Resources Center; Affiliate Cofrin Center for Biodiversity. B.S. (1994), M.S. (1996) UW-Green Bay; Ph.D. (2011) UW-Madison

Fields of interest: fresh water estuaries, wetlands, integration of social science into ecological research and management.

Master of Science in Health & Wellness Management

The Master of Science degree in Health and Wellness Management program will equip students with the competencies required to successfully promote and advance the health and well-being of defined groups of people, to effectively lead wellness programs and to conduct research in the discipline. The degree is designed to prepare professionals to assume senior leadership positions in the wellness management field and is unique from other

programs in that it has an increased emphasis on management and leadership competency development and focuses on all dimensions of personal and organizational wellness. Over the past 30 years, wellness has developed into a primary business strategy as these programs, when managed effectively, have documented successes in addressing key business issues such as health care cost containment, productivity, absenteeism, and risk management. The program features a multidisciplinary curriculum that draws on psychology, health, nursing/healthcare, communication and management sciences.

Admission Requirements

Each applicant's prior academic work and experience will be evaluated prior to admission. Applicants are expected to have college-level writing, oral communication and computer skills. Students who show exceptional promise but lack the minimal prerequisites may be admitted provisionally. Applicants are not required to take the GRE for admission.

The application process requires completion of a UW-Green Bay Graduate Application form; resume; personal statement describing the applicant's interest in the degree (see below); names and contact information of two references (see below); and official transcripts (undergraduate and graduate).

Prerequisites

Minimum admission requirements are:

- A baccalaureate degree from an accredited institution.
- A minimum of a 3.0 grade point average (GPA).
- Prerequisite coursework in:
  - Personal Health or equivalent
  - Anatomy & Physiology or Human Biology or equivalent
  - Intro to Psychology or equivalent
  - Elementary Statistics or equivalent
- Two (2) letters of recommendation (can be professional or academic)
- Resume
- Up to 1,000 word statement of personal intent describing decision to pursue this degree and what you believe you will bring to the health and wellness management field.
- No required aptitude tests (GRE, GMAT, e.g.)

Code	Title	Credits
HWM 700	Contemporary Health and Wellness Perspectives	3
HWM 705	Strategic Management for Wellness Managers	3
HWM 710	Research Methods for Wellness Programs	3
HWM 715	Persuasion Skills for Wellness Managers	3
HWM 720	Exercise and Nutrition in Health and Disease	3
HWM 730	Biopsychosocial Aspects of Health	3
HWM 740	Health Systems and Policy for Wellness Managers	3
HWM 750	Planning and Evaluation for Wellness Managers	3
HWM 760	Wellness Law	3
HWM 770	Behavior and Development in Organizations	3
HWM 780	Best Practices and Emerging Issues in Wellness	3
HWM 790	Health and Wellness Management Capstone Course	3
Total Credits		36

Dr. Christine Vandenhouten PhD, RN, APHN-BC, CPH, Associate Professor and Academic Director of the Master of Science in Health and Wellness Management program. BSN (1986) Marian University, Fond du Lac, WI; MSN (1991) University of Wisconsin- Oshkosh; Ph.D. (2008) Marquette University, Milwaukee, WI.

Fields of interest: Health Policy, Healthcare Finance, Program Assessment and Evaluation, Emotional intelligence/leadership styles, Community/public health, global health, Interprofessional healthcare, Leadership on Boards of Directors.

Dr. T. Heather Herdman PhD, RN, Associate Professor, Nursing. B.S.N. (1988), University of South Carolina, Columbia; M.S.N. (1991), and Ph.D. (1995), Boston College

Fields of interest: clinical reasoning, nursing diagnosis, patient safety and outcomes, leadership, integrative health care, cultural competence

Master of Science in Management

The University of Wisconsin-Green Bay's Master's of Management program is an innovative, advanced study of the management process and its outcomes. The program, offered through UW-Green Bay's Austin E. Cofrin School of Business, prepares effective leaders and strategic decision-makers for the region's businesses, nonprofit organizations, and government agencies. Students in the program are managers from a variety of organizations, both large and small, as well as individuals who wish to enter the management profession.

This program provides students, many of whom already have extensive business backgrounds, with the knowledge and critical thinking skills needed to lead and succeed in complex and dynamic organizations. Students who have experienced success in the workplace find that additional education enhances their professional profile and affords new professional opportunities. The program develops leaders who will take on new management challenges and make a positive difference in their workplace and community.

Leadership, innovation, strategic thinking, and effective communication are the program's cornerstones. Advanced consideration of vital organizational knowledge, including the management of financial information and strategic marketing, enables students to play key roles in organizational decision making. Interdisciplinary problem-solving is emphasized through the program's content and pedagogy, which incorporates both theoretical and applied approaches to developing the skills for life-long learning.

The Master's of Management is created with students' needs in mind. Students have the convenience of small classes and the opportunity to work closely with dedicated faculty who will challenge students to perform at the highest levels. All instructors are experienced teachers with doctorate degrees. They also have wide-ranging community involvement and professional and international experience.

Convenient scheduling is one of the program's key features. Many graduate students work full time and pursue their graduate studies on a part-time basis. Master's of Management courses are offered in the evening or over a series of weekends. While the program is structured to accommodate part-time students, those seeking full-time education are also served.

Admission Requirements

All courses are taught under the assumption that students have the necessary background and preparation to succeed in the program. A well-prepared student enters the program with an understanding of and an undergraduate competency level in management, marketing, finance, accounting, and statistics. Students can demonstrate their competency by completing undergraduate or foundation courses in the five areas or by passing competency exams. The program adviser will review these options with prospective students to ascertain the student's level of competency.

Admission requirements for the Master's of Management program closely follow the University-wide policy for admission to graduate programs. These requirements include:

- A bachelor's degree from an accredited institution.
- A 3.0 grade point average on a 4.0 scale.
- International applicants must be prepared to provide Evidence of English Proficiency. A minimum paper score of 500 or computer-based score of 213 on the Test of English as a Foreign Language (TOEFL) is required. For a complete list of alternatives to the TOEFL exam, please contact the Office of Graduate Studies. International applicants must also provide a course by course Evaluation of Foreign Credentials from Educational Credential Evaluators (ECE) for an application to be considered. International applicants who meet English Proficiency and academic admission requirements will be admitted but must also show evidence of financial resources adequate to provide for their educational expenses before an I-20 will be provided.

Applicants who do not meet the 3.0 grade point average requirement or who have other deficiencies may be admitted on a provisional basis.

Special Students

Persons holding a bachelor's or higher-level degree who wish to enroll in courses but do not want to pursue a Master's of Management degree may enroll as special students. Graduate credit will be awarded provided that the student registers in graduate-level courses as a graduate special student and pays appropriate fees.

Degree Requirements

The 30-credit curriculum consists of a graduate core of eight required courses (24 credits) and one elective Management course (3 credits). A three-credit, hands-on professional project is the capstone of the program's academic experience.

Code	Title	Credits
Management Core		24
BUS ADM 589	Organizational Behavior	
BUS ADM 646	Advanced Corporation Finance	
MANAGMNT 730	Leading the Self	
MANAGMNT 735	Foundations of Strategic Information Management	

MANAGMNT 745	Business and Marketing Strategy	
MANAGMNT 750	Team Leadership	
MANAGMNT 758	Innovation and Entrepreneurship	
MANAGMNT 759	Managing Knowledge for Sustainability	
Elective Courses-choose one course:		3
MANAGMNT 736	Analysis & Design of Business Information Systems	
MANAGMNT 737	Strategic Application of E-Commerce	
PU EN AF 535	Principles and Practices of Emergency Management	
PU EN AF 536	Strategic Emergency Preparedness, Planning and Implementation	
PU EN AF 537	Disaster Response Operations and Management	
PU EN AF 538	Disaster Recovery	
PU EN AF 559	Political and Policy Dimensions of Emergency Management	
Professional Project		4
MANAGMNT 796	Professional Project	
Total Credits		31

Steps Toward the Degree

- The candidate is admitted to the graduate program.
- In consultation with the program adviser, an *Official Declaration of Master's Degree* (GR-1 Form) is filed on the student's behalf.
- After at least 24 credits, the student registers for MANAGMNT 796.
- The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS). The application must be completed and submitted to the Office of the Registrar prior to November 1 for fall semester graduates, and April 1 for spring and summer semester graduates.
- Upon successful completion of professional project course, the instructor will enter grade in SIS. Filing the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Graduate Studies Office indicates satisfactory completion of the professional project and presentation.
- Graduate receives diploma.

Faculty/Advisers

Arendt, Lucy A., Professor and Director, Cofrin School of Business, Business Administration (Management). B.S. (1987), M.S. (1990) University of Wisconsin-Green Bay; Ph.D. (2006) University of Wisconsin-Milwaukee.

Interests: Teaching interests include organizational behavior, organizational theory, and leadership. Research interests include strategic decision making, sense making and judgment, especially as they relate to disaster preparedness, response, and recovery; the effects of humor in groups and organizations, and the antecedents and consequences of stress. Member, Academy of Management, Southern Management Association, Organizational Behavior Teaching Society, and Earthquake Engineering Research Institute.

Bansal, Gaurav, Associate Professor, Business Administration (MIS/Statistics). B.E. (1996) University of Gorakhpur; M.B.A. (2002) Kent State University; Ph.D., MIS (2008) University of Wisconsin-Milwaukee.

Interests: Teaching interests include introduction to management information systems, e-commerce, business statistics, database management systems, and web development. Research interests include internet information privacy and security, internet trust, e-commerce, and data mining.

Lepley, William H., Associate Professor and Chair, Business Administration (Finance). B.B.A. (1971) University of Cincinnati; M.B.A. (1973) Indiana University; Ph.D. (1987) University of Wisconsin-Madison.

Interests: Teaching interests include investments, banking/financial institutions and corporate finance. Research interests include interest rate risk and financial institution risk measurement. Member Financial Management Association and Midwest Finance Association..

Nagy, Robert A., Associate Professor, Business Administration (Finance). B.A. (1978) St. Michael's College; M.A. (1983) Middle Tennessee State; D.B.A. (1990) Mississippi State University.

Interests: Teaching interests include corporation finance. Research interests include stock interest rate sensitivity. Work experience includes insurance industry manager and investment portfolio manager.

Radosevich, David, Associate Professor and Chair, Master's of Management, Business Administration (Management). B.A. (1994) Western Maryland College; Ph.D., Industrial/Organizational Psychology (1999) University at Albany, State University of New York.

Interests: Teaching interests include leadership development, human resource management, organizational behavior, and team building. Research interests include motivational processes, performance management, goal orientation, and the impact of technology on learning. Member: Society for Industrial/Organizational Psychology, and American Psychological Association.

Ranganathan, Sampath, Associate Professor, Business Administration (Marketing). B.Com. (1993), M.B.A. (1996) Bharathiar University; Ph.D., Marketing/Research Methods (2008) University of Memphis.

Interests: Teaching interests include marketing, marketing research, advertising, and services. Research interests include consumer behavior, advertising, services marketing and social marketing. Member, Society for Marketing Advances.

Russ, Meir, Professor, Business Administration (Management). B.Sc.E.E. (1980), M.B.A. (1990) Tel-Aviv University; M.A. (1992), Ph.D. (1993) Ohio State University.

Interests: Teaching interests include knowledge management, human capital valuation, global strategy, strategic management, marketing management, innovation and leadership and decision-making. Research interests include knowledge management, knowledge based strategies, human capital valuation, e-learning and memetics. Member of IEEE, Academy of Management, and Informs. Founding Chief Editor, *International Journal of Management and Business* (IJMB). Consulting with global corporations in the area of strategic planning, marketing and knowledge management.

Master of Science in Nursing Leadership and Management in Health Systems

The MSN Leadership and Management in Health Systems is intended for RNs holding a bachelor's degree in nursing. This master's degree provides advanced coursework in leadership and management to improve care at multiple levels across the continuum of health care settings. The curriculum will provide students with knowledge and skills to improve outcomes in areas of quality processes, cost savings, and patient satisfaction. Core content within the curriculum includes leadership, fiscal management, evaluative methods, information systems, health care policy, communication, and organizational behavior. Didactic and practicum courses will comprise the curriculum. Practicum experiences will be arranged with health care facilities in students' geographic areas. More information, admission requirements, required application materials and applications can be can be found on the UW-Green Bay Graduate Studies website.

The curriculum consists of 13 graduate-level courses delivered via a part-time model. Students can complete the program in 6 terms over two years taking two courses each term. Alternatively, they can progress taking one class per term and complete the program over four years. (Alternative schedules requiring between 2-4 years are possible. Consult with a Nursing adviser.) Degree completion requirements include 34 credits of coursework including 9 credits of practicum/project (378 hours). Practicum experiences will be arranged with health care facilities close to students' homes or work sites. The final practicum includes a master's leadership project identified in collaboration with a health care facility. Master's projects will be presented in a format suitable for public dissemination (e.g., manuscript for publication). A thesis option is not planned.

The MSN Leadership and Management in Health Systems program prepares the graduates to:

1. Integrate knowledge of sciences and humanities as a basis for leadership and nursing practice.
2. Apply concepts of organizational and systems leadership indecision making in the health care environment.
3. Enact a nurse leader role in safety and quality improvement in the health care environment.
4. Apply research evidence in nursing leadership and practice to enhance care and improve outcomes of nursing.
5. Utilize informatics and health care technologies to enhance care and outcomes of nursing.
6. Intervene at the systems level through policy, fiscal management, and advocacy to influence the health care environment.
7. Communicate and collaborate as a member and leader of inter professional teams to optimize health care delivery.
8. Analyze the role of nurse leader to reduce health disparities and promote population health.
9. Evaluate personal growth as a professional nurse leader.
10. Influence health care outcomes through master's level nursing practice, cognizant of environmental sustainability.

The MSN Leadership and Management in Health Systems Program Outcomes and curriculum is aligned with the American Association of Colleges of Nursing [AACN] Essentials of Masters Education (2011) and the American Organization of Nurse Executives [AONE] Competencies (2005).

Admission Requirements

Admission requirements for the MSN Leadership and Management in Health Systems program closely follow the University-wide policy for admission to graduate programs. The requirements include:

- A baccalaureate degree in nursing from a program accredited by a professional nursing organization (e.g., National League for Nursing Accrediting Commission [NLNAC] or Commission on Collegiate Nursing Education [CCNE]).
- A 3.0 grade point average (measured on a 4.0 scale) or higher on Bachelor of Science in Nursing degree transcript.

- Evidence of receiving a grade of “C” or better in a college-level inferential statistics course within the past 5 years. An inferential statistics course is available online from UW-Green Bay for potential applicants. No entrance exams required (e.g., GRE, MAT).
- BSN degree from a program accredited by a professional nursing organization (e.g., National League for Nursing Accrediting Commission or Commission on Collegiate Nursing Education).
- 3.0 grade point average (measured on a 4.0 scale) or higher on BSN degree transcript.
- Evidence of receiving a grade of “C” or better in a college-level inferential statistics course within the past 5 years. An inferential statistics course is available online from UW-Green Bay for potential applicants.
- No entrance exams required (e.g., GRE, MAT).

Required application materials for the MSN Leadership and Management in Health Systems program. Submit the following to the UW-Green Bay Graduate Office:

- A completed application form and the application fee.
- A 200-300 written statement describing academic interest in leadership and management, nursing strengths and capabilities, knowledge of online technology (computer use, online coursework, etc.), reasons for pursuing a MSN degree, and description of where you see yourself in 5 years.
- Official undergraduate and graduate transcripts from each previous college or university attended, sent directly to UW-Green Bay from these institutions.
- Three letters of recommendation from persons who can assess your academic potential.
- Curriculum vitae or resume.
- Copy of current, unencumbered U.S. RN license.

Upon admission to the program, you will need to provide the following to the coordinator of the MSN Leadership and Management in Health Systems:

- Professional photo of yourself or one of you at your job (headshot) will be required upon admission to the MSN program. UWGB will use the photo for education and marketing purposes.
- Background check by UWGB vendor.
- Basic Healthcare Provider CPR certification.

International Students

International students should visit, http://www.uwgb.edu/graduate/international/, for additional information on the following requirements.

- Evidence of English Proficiency (such as a TOEFL score).
- Evaluation of Foreign Educational Credentials from Educational Credential Evaluators (ECE) or a similar evaluation service.
- Evidence of financial resources.
- Financial Support Statement.

Special Students

Persons holding a bachelor’s or higher-level degree who wish to enroll in courses but do not want to pursue a MSN in Leadership and Management in Health Systems degree may enroll as special students. Graduate credit will be awarded provided that the student registers in graduate-level courses as a graduate special student and pays appropriate fees.

Degree Requirements

The 34-credit curriculum consists of 13 graduate courses. Students in the program are required to earn a grade of “B” or better in all required courses. The program is delivered via a part-time model. Students can complete the program in 6 semesters (fall I, spring I, summer I, fall II, spring II, summer II) with two courses offered each semester. A master’s professional project is the capstone of the program’s academic experience. The master’s leadership project is in lieu of a thesis.

Three practicum/project courses (9 credits) are required and in total amount to 378 practicum hours.

Code	Title	Credits
NURSING 734	Evaluation and Evidence-Based Practice in Health Systems	
NURSING 737	Leadership in Health Systems	
NURSING 741	Theories of Organizational Behavior and Leadership in Health Systems	
NURSING 745	Economics and Policy in Health Systems	
NURSING 750	Human Resource Management in Health Systems	
NURSING 755	Program Planning for Population Health	

NURSING 760	Informatics in Health Systems
NURSING 770	Practicum I: Leadership Practices - Quality and Safety in Health Systems
NURSING 772	Practicum II: Leadership Practices - Change, Culture and Communication in Health Systems
NURSING 774	Practicum III: Transition to Leadership Role in Health Systems
NURSING 780	Financial Management in Health Systems
NURSING 785	Environmental Sustainability in Health Systems
NURSING 790	MSN Leadership Project (3 credits required)

Steps Toward the Degree

1. Applicant is admitted to a graduate program.
2. Students in the MSN Leadership and Management in Health Systems program DO NOT NEED TO submit an *Official Declaration of Master's Degree* (Form GR-1) to the Office of Graduate Studies.
3. Students in the MSN Leadership and Management in Health Systems develop a project proposal. MSN students develop and complete a master's professional project identified in collaboration with a health care facility and mentor and their project Committee and Committee Chair (an MSN faculty member). The proposal is reviewed and approved by the thesis/project committee. Once approved, a ***Thesis/Project Proposal*** **Form GR-2** is submitted to the Graduate Studies office.
4. Students in the MSN Leadership and Management in Health Systems schedule a professional project presentation via submission of the ***Request for Thesis Defense/Project Presentation*** **Form GR-3** to the Graduate Studies office. MSN students' project presentation will disseminate information from the master's professional project in a suitable format (e.g., manuscript for publication, presentation).
5. The scheduled thesis defense meeting or professional project presentation takes place. Formal approval of the defense is documented on the ***Approval of Thesis Defense or Project Presentation*** **Form GR-4** and is kept with the academic record.
6. If the thesis or professional project is successfully completed and approved, the student applies for conferral of the degree to the Registrar's Office through the Student Information System (SIS).
7. Degree is awarded and graduate receives diploma. Graduating MSN students are encouraged to participate in the May graduation ceremonies, completing the final practicum and courses in the following summer semester, with actual diplomas received upon completion of these courses in August.

Faculty/Advisers

Gajeski, Sharon, Senior Nursing Adviser, B.S.N., University of Wisconsin-Green Bay; M.S.N., University of Wisconsin-Oshkosh.

Gallagher-Lepak, Susan, Associate Professor, Nursing and Program Chair. B.S.N, Marquette University, Milwaukee; M.S.N., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Madison.

Fields of interest: quality of life issues, chronic illness, online learning.

Herdman, T. Heather, Assistant Professor, Nursing. B.S.N., University of South Carolina, Columbia; M.S.N., and Ph.D., Boston College

Fields of interest: clinical reasoning, nursing diagnosis, patient safety and outcomes, leadership, integrative health care

Hovarter, Rebecca, Lecturer (with faculty status), Nursing. B.S.N., University of Wisconsin-Green Bay; M.S.N. and DNP, University of Minnesota-Twin Cities

Fields of interest: Public health, health equity, social determinants of health

Reilly, Janet, Associate Professor, Nursing. B.S.N., Alverno College, Milwaukee; M.S.N., Concordia University, Milwaukee; D.N.P., Case Western Reserve University, Cleveland.

Fields of interest: sense of belonging/community, emotional intelligence/leadership styles, community/public health, technology, online teaching/learning.

Tyczkowski, Brenda, Assistant Professor, Nursing. B.S.N., University of Wisconsin-Green Bay; M.S.N., University of Wisconsin-Oshkosh; D.N.P., Kansas State University, Kansas City.

Fields of interest: patient advocacy, organizational change, emotional intelligence/leadership styles, quality of care issues in nursing homes.

Vandenhouten, Christine, Associate Professor, Nursing. B.S.N., Marian College, Fond du Lac; M.S.N., University of Wisconsin-Oshkosh; Ph.D., Marquette University, Milwaukee.

Fields of interest: assessment and evaluation methods, emotional intelligence/leadership styles, community/public health, global health.

Master of Science in Sustainable Management

The University of Wisconsin-Green Bay, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Stout and the University of Wisconsin-Superior have collaborated to offer an online master's degree program in Sustainable Management. The master's degree in Sustainable Management is appropriate for students with an existing bachelor's degree in a range of disciplines and the desire to continue their education in this developing field. The interdisciplinary nature of this degree encourages students to examine sustainability from different perspectives and the curriculum ensures that students gain a comprehensive understanding of the ways in which changing human activities affect our natural, social and economic environments.

Admission Requirements

Each student's prior academic background is evaluated by the Chair at the University of Wisconsin-Green Bay. Students with a GPA of 3.0 or greater will be admitted to the program. Students with a GPA above 2.5 may be considered for provisional admission by an Admissions Committee consisting of representatives from all the participating campuses, although additional verification of academic record and potential could be requested.

Degree Requirements

Students who are adequately prepared when they enter the program may earn the degree by satisfactorily completing a minimum of 34 credits of course work, which includes 1 credit for a capstone preparation course and 3 credits for a capstone project. Those who lack appropriate prerequisites may need to take additional courses to strengthen their backgrounds. Credits earned in undergraduate courses cannot be applied toward the graduate degree in Sustainable Management.

All students in the Sustainable Management program are required to complete a core curriculum of 24 credits, the capstone preparation course and the capstone course. The remaining 6 credits can be selected from a group of specialty track electives based on the student's areas of interest.

Code	Title	Credits
Core Curriculum		24
SMGT 700	Cultural and Historical Foundations of Sustainability	
SMGT 710	The Natural Environment	
SMGT 720	Applied Research and the Triple Bottom Line	
SMGT 730	Policy, Law and the Ethics of Sustainability	
SMGT 740	Economics of Sustainability	
SMGT 750	The Built Environment	
SMGT 760	Geopolitical Systems: Decision Making for Sustainability on the Local, State and National Level	
SMGT 770	Leading Sustainable Organizations	
Speciality Electives - choose two of the following courses:		6
SMGT 699	Travel Course	
SMGT 780	Corporate Social Responsibility	
SMGT 782	Supply Chain Management	
SMGT 784	Sustainable Water Management	
SMGT 785	Waste Management and Resource Recovery	
Capstone Experience		4
SMGT 790	Capstone Preparation Course	
SMGT 792	Capstone Project	
Total Credits		34

Steps Toward the Degree

1. The candidate applies to the Master of Sustainable Management program by submitting an application, official transcripts, resume, statement of intent and two letters of reference to the University of Wisconsin-Green Bay.
2. The candidate is admitted to the Master of Sustainable Management program by the program Chair.
3. The student fulfills the degree requirements for the program.
4. The student is awarded a Master of Sustainable Management degree from the University of Wisconsin-Green Bay.

Faculty/Advisers

Chandna, Vallari, Assistant Professor, Business Administration (Management). BA.LL.B-Honors (2007); MBA. (2011) University of North Texas; Ph.D. (2016) University of North Texas.

Fields of Interest: Teaching interests include Organizational Behavior, Strategic Management, Entrepreneurship, Business Policy (capstone), Leadership and Human Resources Management. Research interests include virtual entrepreneurship, new organizational forms (temporary organizations), degrowth, sustainability, individual and organizational issues in start-ups, and inter-organizational relationships. Currently a Board Member for Southwest Academy of Management serving as a Representative-at-Large. (EMBI) and Track Chair for the upcoming International Conference on Entrepreneurship & Family Business (ICEFB).

Katers, John F., Professor and Chair, Natural and Applied Sciences (Engineering). B.S. (1991), M.S. (1993) UW-Green Bay; Ph.D. (1996) Marquette. Academic Director for the Master of Science in Sustainable Management (SMGT). Director for the Environmental Management and Business Institute (EMBI). Frederick E. Baer Professor in Business.

Fields of interest: Waste management, recycling, pollution control, pollution prevention, renewable energy, and waste water treatment.

Wheat, Elizabeth, Assistant Professor, Public and Environmental Affairs (Political Science). B.A. (2002) Alma College, M.P.A. (2004) Indiana University, Ph.D. (2013) Western Michigan University.

Fields of Interest: Teaching interests include environmental law and policy; global environmental politics; natural resources; constitutional law; and global politics. Research interests include environmental law at the U.S. Court of Appeals; wildlife smuggling; environmental justice; environmental policy, particularly endangered species and water policy; and policy analysis.

Emeriti Faculty

Kraft, Michael E., Herbert Fisk Johnson Professor, Public and Environmental Affairs (Political Science). B.A. (1966) UC-Riverside; M.A. (1967), Ph.D. (1973) Yale.

Fields of interest: American politics and government; public policy analysis; Congress; environmental policy and politics in the U.S.; sustainable communities; politics of nuclear waste disposal; business and environmental policy; environmental information disclosure.

Master of Social Work

The MSW program prepares students for advanced practice social work in a variety of fields of practice. The curriculum is founded on the program's mission and goals and emphasizes social work with, and on behalf of, vulnerable families; social justice advocacy; and leadership. The program offers a full-time curriculum which can be completed in two calendar years for students entering at the Foundation level or one year for students entering at the Advanced level. A part-time program is also available which can be completed in nine semesters for students entering at the Foundation level or five semesters for students entering at the Advanced level. A key element of the program is the opportunity for students to integrate and apply their classroom learning in a field internship setting.

Admission Requirements

The program seeks applicants who have demonstrated academic potential for graduate study, readiness and suitability for advanced-level social work, and who are able to articulate a commitment to social work. In addition, the program seeks applicants with demonstrated human services experience and sensitivity to multi-cultural practice, social justice, and leadership/advocacy.

Required Qualifications

To be considered for admission to the MSW program, the following criteria must be met:

1. An undergraduate degree from a regionally accredited university by the time classes start.
2. A 3.0 grade point average (GPA), measured on a 4.0 scale. Consistent with Graduate Studies policy, students from schools not using a grading system will be evaluated on an individual basis. Students who do not meet the 3.0 GPA requirement or who have other deficiencies may be admitted on a provisional basis. Provisionally admitted students who receive at least a B grade in courses totaling nine credits of graduate work, after acceptance, will be fully admitted.
3. An academic background in the liberal arts with completion of a minimum of 12 credits in the social sciences. Examples include coursework within or across the following disciplines: psychology, sociology, anthropology, economics and political science.
4. A total of four prerequisite courses are required and include one course from each of the following areas: Biological Life Sciences, Lifespan Development, Statistics, and Research Methods. Students without a BSW degree who are applying for admission to the Foundation Program must have completed the Biological Life Sciences and Lifespan Development prerequisites prior to the start of the program. Statistics and Research Methods must be completed by the beginning of the MSW program. Students who have a BSW degree are considered to have met all four prerequisites.
5. International students must provide evidence of English proficiency. Please see the Graduate Studies website for more information.
6. To be considered for admission, applicants with social work degrees from international universities must substantiate their academic credentials via the Council on Social Work Education (CSWE) International Social Work Degree Recognition and Evaluation Service (ISWDRES). Information is available here: http://www.cswe.org/CentersInitiatives/22207.aspx

Preferred Qualifications

In addition to meeting the required admissions qualifications noted above, applicants with the following qualifications will be given preference for admission.

1. Demonstrated post-high school human services-related experience. Examples include paid employment, volunteer work, and internships.
2. Written communication that demonstrates clear and succinct conceptualization of ideas, application of critical thinking, the ability to coherently communicate and organize ideas, and the ability to write using correct grammar, spelling and syntax.
3. Commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations.

The Graduate Record Examination (GRE) is not required.

Additional Admission Information

The MSW program admits students once per year. Applications and specific instructions for submission are posted on the MSW program website in the fall with applications due in December. Applicants are encouraged to review the MSW program website for specific admission dates, fees, and application submission requirements.

Degree Requirements

For program applicants who do not have a Bachelor of Social Work degree, 63 credits are required for graduation. This includes a 29-credit two-semester foundation curriculum (fall and spring), and a 34-credit three-semester advanced curriculum (summer, fall and spring). Applicants with a BSW degree may receive advanced standing status in the MSW Program if they meet one of the following two options:

OPTION ONE: BSW degree from a baccalaureate social work program accredited by the Council on Social Work Education (CSWE) or those recognized by the International Social Work Degree Recognition and Evaluation Service. BSW degree must be obtained within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION TWO: Must meet all three of the following criteria:

1. BSW degree from a CSWE-accredited program,
2. Current Wisconsin Social Work certification (training certificate excluded), and
3. Post-BSW social work practice experience equivalent to three full-time years (approximately 6,240 hours). Work experience must be obtained within 10 years of the year of admission to the MSW Program.

Applicants are responsible for providing evidence of meeting the criteria in Option Two.

Part-Time Option

Students entering the Foundation Program complete the part-time option in four years. Students entering the Advanced Standing curriculum complete the part-time option in two years.

Code	Title	Credits
Foundation Curriculum Requirements		
Foundation Courses		29
SOC WORK 700	Gateway to the Profession of Social Work	
SOC WORK 701	Contemporary Social Work Ethics	
SOC WORK 702	Generalist Practice I	
SOC WORK 703	Direct Practice Skills	
SOC WORK 704	Generalist Practice II	
SOC WORK 705	Macro Practice Skills	
SOC WORK 707	Human Behavior and the Social Environment	
SOC WORK 711	Foundations of Social Welfare	
SOC WORK 712	Field I	
SOC WORK 713	Seminar I	
SOC WORK 714	Field II	
SOC WORK 715	Seminar II	
Advanced Curriculum Requirements		34
SOC WORK 716	Field III	
SOC WORK 717	Seminar III	
SOC WORK 718	Field IV	

SOC WORK 719	Capstone Seminar
SOC WORK 720	Diversity, Social Justice & Advocacy
SOC WORK 721	Advanced Practice: Multi-Level Family Systems
SOC WORK 728	Advanced Policy: Leadership, Advocacy and Practice
SOC WORK 731	Research for MSW Practice
SOC WORK 736	Advanced Program Evaluation
SOC WORK 738	Advanced Practice: Community Empowerment
Electives (Choose six credits from the following list):	
SOC WORK 701	Contemporary Social Work Ethics (This is a required course for foundation students; an elective for advanced standing students.)
SOC WORK 722	Social Work Management & Supervision in the Social Services
SOC WORK 727	Psychopathology for Clinical Social Work
SOC WORK 735	Emerging Issues in Child Welfare
SOC WORK 737	Crisis Intervention
SOC WORK 747	Clinical Theories for Mental Health Practice
SOC WORK 749	Contemporary Interventions in Social Work Practice
SOC WORK 751	Social Work Practice in Schools
SOC WORK 757	Social Work Practice in the Criminal Justice System
SOC WORK 767	Assessing Mental Health and Substance Use in Practice
SOC WORK 777	Forensic Social Work: Policy and Practice
SOC WORK 795	Special Topics
SOC WORK 798	Independent Study
BUS ADM 589	Organizational Behavior
EDUC 552	Social and Family Influences on Development and Learning
HUM DEV 544	Dying, Death, and Loss
MANAGMNT 750	Team Leadership
PU EN AF 615	Public and Nonprofit Budgeting
Advanced requirement: Portfolio Project	
Total Credits	63

Steps Toward the Degree

1. Prospective student submits an admission application and is recommended for admission.
2. Applicant is admitted to the Master of Social Work graduate program.
3. The student develops a portfolio project which is defined in consultation with the program faculty and adviser.
4. The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS). The application must be completed and submitted to the Office of the Registrar in the fall semester for spring and summer semester graduates.
5. Upon successful completion of the portfolio project the instructor files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies.
6. Degree is awarded and graduate receives diploma.

Faculty

Faculty members in the MSW Program represent a wide range of teaching, practice, and research experiences. Contact information and biographies for faculty and staff are available on the program website at; http://www.uwgb.edu/socwork/facstaff.asp

Certificate Programs

- Certificate in Emergency Management, Planning and Administration (p. 50)

Certificate in Emergency Management, Planning and Administration

The University of Wisconsin-Green Bay's Emergency Management certificate program for graduate and undergraduate credit is the first of its kind in the state of Wisconsin.

The program responds to and anticipates challenges as varied and fresh as today's headlines. Emergencies resulting in catastrophic loss of life, property and resources are unfortunate facts of life, worldwide. Some believe the risk of hazardous events will only increase, a consequence of mankind's growing ability to alter the environment, more numerous and increasingly severe weather events, the rise of global terrorism, and the ability of viruses and contagious diseases to spread rapidly in an interconnected world.

As a result, today's emergency managers need to be well educated, prepared and informed. Federal officials have recommended there be a college-credit emergency management program in every state. There is general consensus the field is evolving into a professional area requiring advanced education.

Impacts from a disaster can be lessened when businesses, emergency personnel and governments put well-designed plans into action. Such planning requires skills in budgeting, administration, management and emergency operation procedures.

What Will You Learn?

The UW-Green Bay Certificate in Emergency Management, Planning and Administration provides coursework in:

- Budgeting
- Mitigation
- Planning
- Responding
- Recovery from natural and man-made disasters

The certificate program is made up of five three-credit courses:

PU EN AF 535	Principles and Practices of Emergency Management	3
PU EN AF 536	Strategic Emergency Preparedness, Planning and Implementation	3
PU EN AF 537	Disaster Response Operations and Management	3
PU EN AF 538	Disaster Recovery	3
PU EN AF 559	Political and Policy Dimensions of Emergency Management	3
Total Credits		15

Courses are taught by university faculty members and knowledgeable professionals from the community.

Who Should Enroll?

The courses offered in the Emergency Management, Planning and Administration program are designed for those already in the profession as well as those pursuing an interest in the field. This includes:

- Public safety personnel (emergency management, airport personnel, fire and police)
- General public-sector managers responsible for emergency management
- Industrial emergency responders (fire and hazardous materials)
- Institutional emergency planners (schools, hospitals and prisons)
- Business continuity planners (banking, manufacturing, insurance and corporations)
- Individuals from nonprofit agencies

What Is The Course Delivery Option?

Students and instructors will meet face-to-face three weekends each semester (Friday evening and all day Saturday). Courses will be held in Green Bay. See our website, www.uwgb.edu/em/, for hotels and motels close to the course site.

How Long Will It Take To Complete The Certificate?

The certificate can be completed in two years.

Admission Requirements

Graduate credit can be earned if you are a holder of a baccalaureate degree from an accredited institution. Admission to the University is required for certificate program participants. If you have attended UW-Green Bay, you must re-apply unless you have been enrolled during the preceding semester. The application form is posted on our website (www.uwgb.edu/em/) or you can receive one by calling us. For further information call (800) 892-2118, and ask for Kassie VanRemortel for assistance.

Course Descriptions

A

B

C

D

E

F

G

H

M

N

P

S

- Spanish (SPANISH) (p. 76)
- Sustainable Management (SMGT) (p. 76)

U

- Urban and Regional Studies (UR RE ST) (p. 77)

Applied Leadership Teach-Learn (TCH LRNG)

Courses

TCH LRNG 701. Reflective Inquiry. 4 Credits.
Participants will gain knowledge, skills and dispositions appropriate to engage in systematic oral and written reflection on their educational practice and the role of classroom-based inquiry.
P: gt st and adm to Ms Tch Lrn.
Fall Only.

TCH LRNG 702. Approaches to Educational Inquiry. 4 Credits.
Participants will gain relevant knowledge, skills, and dispositions regarding approaches to inquiry and educational research related to specific areas and questions.
P: Tch Lrng 701 and gr st and adm to Ms Tch Lrn.
Spring.

TCH LRNG 703. Contemporary Issues and Historical Contexts. 4 Credits.
Participants will share the challenges and questions as they progress with their individual research projects. Course content will support the development of knowledge related to educational research within a multiple perspective approach.
P: Tch Lrng 702 and gr st and adm to Ms Tch Lrn.
Fall Only.

TCH LRNG 704. Applied Educational Leadership. 3 Credits.
Participants will gain knowledge, skills, and dispositions in leadership, educational reform, and systems theory. Course content will focus on the environments and processes that lead to meaningful change, and the design of an individual plan.
P: Tch Lrng 703 and gr st and adm to Ms Tch Lrn.
Spring.

TCH LRNG 783. SELECTED TOPICS. 1-4 Credits.
P: grad major of Ms Tch Lrn.

TCH LRNG 797. Internship. 1-6 Credits.
P: gr st.
Fall and Spring.

TCH LRNG 798. Independent Study. 1-3 Credits.
P: gr st.
Fall and Spring.

TCH LRNG 799. Thesis or Project. 1-6 Credits.
P: gr st and thesis proposal on file.
Fall and Spring.

Biology (BIOLOGY)

Courses

BIOLOGY 510. Plant Systematics. 4 Credits.
An introduction to the diversity of vascular plants, with an emphasis on flowering plants. Lectures cover both organismal and phylogenetic/evolutionary perspectives on plant systematics, including the use of genetic and genomic data for understanding plant evolution. The laboratory presents a survey of vascular plant diversity, covering structural characteristics of major plant families and the identification of seed plants of Wisconsin to the species level.
P: graduate status
Spring.

BIOLOGY 511. Plant Physiology. 4 Credits.
General physiology of vascular plants within the context of a plant life cycle: seed dormancy and germination, metabolism, transport systems, mineral nutrition, patterns of plant growth and development, growth regulators, reproduction and senescence.
P: gr st.
Fall Only.

BIOLOGY 512. Mycology. 4 Credits.
Broad taxonomic survey of fungi. Morphology, reproduction, physiology, genetics, evolution, and ecology. Role in nutrient cycling, plant disease, human welfare and biotechnology. Techniques in collection, identification, pure culture isolation, and nucleic acid applications.
P: gr student
Fall Odd.

BIOLOGY 520. Field Botany. 3 Credits.
Identification and natural history of plants indigenous to northeastern Wisconsin.
P: graduate status
Fall Only.

BIOLOGY 522. Environmental Microbiology. 4 Credits.
This course will focus on the diversity and role of microorganisms in diverse and complex environments, including the use and management of these organisms for the benefit of ecosystems and society.
P: graduate status
Spring.

BIOLOGY 541. Ichthyology. 4 Credits.
An examination of the biology of fishes including classification, phylogeny, functional morphology and population characteristics. Aspects of the ecology of the fishes will be studied in relation to behavior, distribution, diversity and production in freshwater environments
Spring Even.

BIOLOGY 542. Ornithology. 3 Credits.
Overview of avian biology, emphasizing adaptation and ecology. Identification of North American bird species and other avian families. Region's most interesting birding areas.
P: graduate status
Spring Even.

BIOLOGY 543. Mammalogy. 3 Credits.
Comprehensive study of mammals, including systematics, anatomy, physiology, behavior, and ecology. Laboratory studies include work with specimens from the Richter Natural History Museum.
P: gr st.
Spring Odd.

BIOLOGY 553. Invertebrate Biology. 4 Credits.
Survey of invertebrate animals. A phylum-by-phylum survey examining defining characters, structure, function, life cycles, and ecology of invertebrate animals. Lab focuses on identification of invertebrates living in Wisconsin.
P: gr st.
Fall Odd.

BIOLOGY 555. Entomology. 3 Credits.
Structure, function, diversity, and ecology of insects, as well as their impact on human society. Lab develops ability to identify Wisconsin insects, both in the field and by examining microscopic anatomy.
P: gr st.
Fall Even.

BIOLOGY 602. Advanced Microbiology. 4 Credits.
Detailed study of microorganisms from viruses to fungi in their environment. Study of both free-living and pathogenic organisms and their degrading abilities.
P: gr st.
Spring Even.

BIOLOGY 607. Molecular Biology. 3 Credits.
Molecular approaches to biological problems, emphasizing study of informational macro molecules. Topics include replication, control, expression, organization, and manipulation of genes; RNA processing; protein processing; transposons; oncogenies, growth factors; genetic control of development and the immune system.
P: gr st.
Spring Odd.

BIOLOGY 608. Molecular Biology Laboratory. 1 Credit.
Molecular biology of nucleic acids and the techniques that form the basis of biotechnology. Topics include electrophoresis, restriction mapping, hybridization, plasmid analysis, and DNA cloning (recombinant DNA library construction, screening, and mapping).
P: gr st.
Spring Odd.

BIOLOGY 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: cons of instr & prior trip arr & financial deposit.

Business Administration (BUS ADM)

Courses

BUS ADM 589. Organizational Behavior. 3 Credits.
A micro organizational behavior course examining motivation, leadership, job satisfaction, learning, group dynamics, and stress in the organizational setting.
P: gr st.
Fall and Spring.

BUS ADM 646. Advanced Corporation Finance. 3 Credits.
Short-term and long-term financial decisions under risk and uncertainty; financial analysis planning and control; in-depth coverage of theories and applications of capital structure, cost of capital, dividend policies; working capital management; long-term financing decisions; valuation of mergers and acquisitions; international capital budgeting.
P: gr st.
Fall and Spring.

BUS ADM 662. Seminar in Human Resource Management. 3 Credits.
Analysis of human resource problems and issues and their translation into corporate policies; urban, cultural and legal realities in human resource matters; decisions affecting the development and management of human resource policies.

Chemistry (CHEM)

Courses

CHEM 520. Thermodynamics and Kinetics. 3 Credits.
Temperature, heat and work, thermodynamic properties of gases, solids and solutions; homogeneous and heterogeneous equilibria; thermodynamics of electrochemical cells; statistical thermodynamics; calculation of thermodynamic properties; chemical kinetics.
P: gr st.
Fall Only.

CHEM 522. Therymodynamics and Kinetics Laboratory. 1 Credit.
Laboratory course to accompany Chem 520.
P: gr st; and Chem 520 or conc enr or Physics 520 or conc enr.
Fall Only.

CHEM 530. Biochemistry. 3 Credits.
Nature and function of the important constituents of living matter, their biosynthesis and degradation; energy transformation, protein synthesis and metabolic control.
P: gr st.
Fall Only.

CHEM 531. Biochemistry Laboratory. 1 Credit.
Laboratory course to accompany Chem 530.
P: gr st.
Fall Only.

CHEM 602. Advanced Organic Chemistry. 3 Credits.
Physical organic approach to chemistry; reaction mechanisms, molecular orbital theory, conservation of orbital symmetry, aromaticity, stereochemistry, linear free energy relationships, isotopes effects, pericyclic reactions, photochemistry, natural products and advanced topics in molecular spectroscopy.
P: gr st.
Fall Odd.

CHEM 603. Advanced Organic Chemistry Laboratory. 1 Credit.
Laboratory course to accompany Chem 602; advanced molecular spectroscopy, organic qualitative analysis, physical organic chemistry experiments.
P: Chem 602 or conc enr.
Fall Odd.

CHEM 607. Molecular Biology. 3 Credits.
Molecular approaches to biological problems, emphasizing study of informational macro molecules. Topics include replication, control, expression, organization, and manipulation of genes; RNA processing; protein processing; transposons; oncogenies, growth factors; genetic control of development and the immune system.
P: gr st.
Spring Odd.

CHEM 608. Molecular Biology Laboratory. 1 Credit.
Molecular biology of nucleic acids and the techniques that form the basis of biotechnology. Topics include electrophoresis, restriction mapping, hybridization, plasmid analysis, and DNA cloning (recombinant DNA library construction, screening, and mapping).
P: gr st.
Spring Odd.

CHEM 613. Instrumental Analysis. 4 Credits.
Theory and practice of analysis by instrumental methods, including methods based on absorption and emission of radiation, electroanalytic methods, chromatographic methods and radiochemical methods.
P: gr st.
Fall Only.

CHEM 617. Nuclear Physics and Radiochemistry. 3 Credits.
Properties and reactions of atomic nuclei; application of the properties of radioactive nuclei to the solution of chemical, physical, biological and environmental problems.
P: gr st.
Spring Even.

Computer Science (COMP SCI)

Courses

COMP SCI 651. Database Management Systems. 3 Credits.
Relational database technology, structured query language, experience on both mainframe and PC databases, security, integrity rules, design issues, normal forms, and entity-relation modeling.
P: gr st.
Fall Only.

Data Science (DS)

D

Courses

DS 700. Foundations of Data Science. 3 Credits.
This course provides an introduction to data science and highlights its importance in business decision making. It provides overview of commonly used data science tools along with spreadsheet, database, statistics and programming assignments to lay the foundation for data science applications.
Fall and Spring.

DS 705. Statistical Methods. 3 Credits.
Statistical methods and inference procedures will be presented in this course with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple and multiple regression, model selection, correlation, moderation/interaction analysis, logistic regression, chi-square test, ANOVA, Kruskal-Wallis test, MANOVA, factor analysis, and canonical correlation analysis.
Fall and Spring.

DS 710. Programming for Data Science. 3 Credits.
Introduction to programming languages and packages used in Data Science.
Fall and Spring.

DS 715. Data Warehousing. 3 Credits.
Introduces the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management’s decision-making process.
Fall and Spring.

DS 730. Big Data: High-Performance Computing. 3 Credits.
This course will teach students how to process large datasets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large data sets across clusters.
P: DS 710
Fall and Spring.

DS 735. Communicating About Data. 3 Credits.
This course will prepare you to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers.
Fall and Spring.

DS 740. Data Mining. 3 Credits.
Data mining methods and procedures for diagnostic and predictive analytics. Topics include association rules, clustering algorithms, tools for classification, and ensemble methods. Computer implementation and applications will be emphasized.
P: DS 705, DS 710
Fall and Spring.

DS 745. Visualization and Unstructured Data Analysis. 3 Credits.
This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data – including text mining, web text mining and social network analysis.
P: DS 700, DS 705, DS 710, DS 740
Fall and Spring.

DS 760. Ethics of Data Science. 3 Credits.
This course explores ethical issues related to data science, including privacy, intellectual property, security, and the moral integrity of inferences based on data.
P: DS 700 or DS 780
Fall and Spring.

DS 775. Prescriptive Analytics. 3 Credits.
This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, simulation, and others as time allows. Case studies and applications will be emphasized.
P: DS 705
Fall and Spring.

DS 780. Data Science and Strategic Decision Making. 3 Credits.
The course will investigate the use of data science findings to develop solutions to competitive business challenges. Case studies will be reviewed to examine how data science methods can support business decision-making. A range of methods the data scientist can use to get people within the organization onboard with data science projects will be reviewed.
Fall and Spring.

DS 785. Capstone. 3 Credits.
Capstone course in which students will develop and execute a project involving real-world data. Projects will include: formulation of a question to be answered by the data; collection, cleaning and processing of data; choosing and applying a suitable model and/or analytic method to the problem; and communicating the results to a non-technical audience.
P: DS700, DS705, DS710, DS715, DS730, DS735, DS740, DS745, DS775
Fall and Spring.

Economics (ECON)

Courses

ECON 602. Environmental and Resource Economics. 3 Credits.
Applications of tools such as cost-benefit analysis and other economic concepts in current public decision making, with special emphasis upon common property resources management.
P: gr st.
Fall and Spring.

ECON 612. Economics of Sustainability. 3 Credits.
Exploration of the economic conditions for, requisites of, and policy to encourage social, ecological and economic sustainability.
P: gr st.
Spring.

ECON 653. Cost Benefit Analysis. 3 Credits.

Education & Human Development (ED & HUD)

Courses

ED & HUD 702. Business Administration of School Systems. 3 Credits.
The focus of this course will be on the business functions and related support systems of American elementary and secondary public schools. The procedures of budgeting and financial reporting studied will be based on the relevant Wisconsin Statutes and Department of Public Instruction requirements. P: gr st.
P: gr st.

ED & HUD 705. Reading in the Elementary School. 3 Credits.
Consideration of components of a developmental reading program for the elementary school including the role of language in reading, basic reading skills and attitudes, methods and materials, individualization of instruction, and evaluation. P: gr st.
P: gr st.

ED & HUD 706. The Administrator and the Community. 3 Credits.
This course will concentrate on the relationship of schools and communities in American society. Students will be oriented to the relationships between schools and communities; public participation in local school districts, and response of local school districts to changing demands. Primary emphasis will be on the school administrator and citizens at the local level. P: gr st.
P: gr st.

ED & HUD 709. Effective Schools. 3 Credits.
An in-depth review and analysis of the growing body of educational research literature that identifies elements and conditions present in effective schools. Participants develop ways of assessing the extent to which these elements are present in schools and explore implications for school practices. P: gr st.
P: gr st.

ED & HUD 710. Practicum in Effective Instructional Skills. 2 Credits.
For teachers and supervisors currently involved in schools: analysis and application of effective teaching concepts and skills, including teacher demonstrations and simulations. P: gr st.
P: gr st.

ED & HUD 714. Workshop in High School Program Development. 2 Credits.
Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. Variable content; may be repeated for credit with different topics. P: May be repeatable for credit. gr st.
P: gr st.

ED & HUD 715. Workshop in Program Development in Middle Level Education. 2-3 Credits.
Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. P: May be repeatable for credit. gr st.
P: gr st.

ED & HUD 716. PROGRAM DEVEL MID LEV EDUC. 2-3 Credits.
P: gr st.
P: gr st.

ED & HUD 730. Issues & Trends for Educating Students w/Exceptional Educ Needs. 3 Credits.
Relevant issues and practices which impact the education of students with exceptional needs including gifted and talented, handicapped, and at-risk populations. P: gr st.
P: gr st.

ED & HUD 740. Supervision of Instruction. 3 Credits.
This graduate class examines functions of supervision, inclusive of personnel evaluation and professional development. Skill development in communications and human relations for school supervisors are included. P: gr st.
P: gr st.

ED & HUD 750. Statistical Methods Applied to Education. 3 Credits.
Types of measures, data organization and display, measures of central tendency, variability, location, and correlation, hypothesis testing and interval estimation for common statistics in one and two sample cases. Introduction to analysis of variance and chi-square. P: gr st. (FO)
P: gr st.
Fall Odd.

ED & HUD 765. Diagnosis of Reading Difficulties. 3 Credits.
Comprehensive and accurate diagnosis of moderate to severe reading disabilities and associated learning, language, or behavior disorders through the use of formal and informal instruments. Students complete an intensive diagnosis of a student's reading ability, a comprehensive report specifying the results of the evaluation, and a prescription for future remediation of reading problems. P: gr st; REC: Adm Sci 753. (SE)
P: gr st; REC: Adm Sci 753.
Spring Even.

ED & HUD 780. Foundations of Curriculum. 3 Credits.
This course for experienced educators will focus on the philosophical, sociological, historic and psychological underpinnings of curriculum design, development and evaluation for the elementary, secondary and VTAE educator. The course will examine the forces influencing curriculum development and identify issues related to curriculum design and development. P: gr st and exper with elem, sec or WTCS educ.
P: gr st and exper with elem, sec or WTCS educ.

ED & HUD 781. School Profiling for Site Based Management. 3 Credits.
The purpose of this course is to train teachers and principals to gather, summarize, and analyze data related to important building level educational outcomes. Outcomes in the area of student achievement, social behaviors, and parent, staff, and student attitudes will be measured and analyzed. The course is intended to facilitate school improvement at the building level through data driven decision making. P: gr st.
P: gr st.

ED & HUD 783. SELECTED TOPICS. 1-4 Credits.
P: May be repeatable for credit. gr st.
P: gr st.

ED & HUD 785. Curriculum and Instruction as a Field of Inquiry. 3 Credits.
An inquiry approach to the content of curriculum and instruction: develops skills in interpreting and using research and provides a framework related to origin, development, and basis of curriculum and instruction. P: gr st.
P: gr st.

ED & HUD 786. Current Issues and Trends in Education. 3 Credits.
This class critically examines and evaluates recent educational innovations, differing educational viewpoints, and alternative educational trends. Particular attention is focused on educational practices for the future. P: gr st. (F)
P: gr st.
Fall Only.

ED & HUD 788. The Teacher and the Law. 3 Credits.
Concerns of teachers relating to tenure, non renewals, due process, free speech, student rights, and potential liability; the administration of collective bargaining in education; brief introduction to the statutory regulation and financing of school systems. This course will consider these topics with an emphasis on Wisconsin. P: gr st.
P: gr st.

ED & HUD 795. Special Topics. 1-4 Credits.
A course offered by graduate faculty in response to a special need and which is not intended to become a regular part of the graduate curriculum. The title of the specific topic is announced in the Timetable and is entered on the transcript of students who enroll. This course may be repeated with a change in topic. Subject to adviser's approval, three credits may be applied to meet UW-Green Bay credit requirements in a cooperative program with the possibility of a maximum of three additional credits. P: May be repeatable for credit. gr st.
P: graduate status.

ED & HUD 797. Internship. 1-6 Credits.
P: May be repeatable for credit. gr st. (F,S)
P: gr st.
Fall and Spring.

ED & HUD 798. Independent Study. 1-3 Credits.
Reading and research under the supervision of a member of the graduate faculty. Independent study credits may only be earned when included as part of an approved program plan. P: May be repeatable for credit. gr st. (F,S)
P: gr st.
Fall and Spring.

ED & HUD 799. Thesis. 1-6 Credits.
P: May be repeatable for credit. None.

Education (EDUC)

Courses

EDUC 515. Teaching English as a Second Language. 3 Credits.
Basic methods of teaching English to non-native speakers and the underlying theories from linguistics, psychology, education and sociolinguistics; development and evaluation of lessons for the ESL classroom.
P: gr st.
Fall Only.

EDUC 519. Adolescent Literature in Middle and Secondary School Reading. 3 Credits.
Design and content of effective adolescent literature programs; analysis and evaluation of adolescent literature; current practices in literacy curricula; adolescent literature and personal development; literature and social issues.
P: gr st.
Spring Odd.

EDUC 540. Introduction to Learning Disabilities and Emotional Disturbance. 3 Credits.
This course will provide students with the history, definitions, etiology, methodology and programming options for students with learning and/or emotional disabilities.
P: gr st.

EDUC 541. Normal and Abnormal Language Development. 3 Credits.
Introduction to communication and normal and abnormal language development in relationship to cognitive development.
P: gr st.

EDUC 542. Teaching Methods for Diverse Learners. 2 Credits.
A study of instructional methods and materials for teaching diverse learners.
P: gr st.
Fall Odd.

EDUC 543. Educational Assessment. 2 Credits.
This course will focus on the study of the principles, procedures, interpretation, and administration of formal and informal student assessment.
P: gr st.
Fall Odd.

EDUC 544. Principles of Career and Vocational Education. 1 Credit.
This course will focus on the study of curriculum and instructional approaches that contribute to the preparation for the world of work.
P: gr st.
Fall Odd.

EDUC 545. The Exceptional Child in Regular Education. 2 Credits.
This course will focus on the study of instructional techniques and programming options designed to increase the success of students learning and/or behavior disabilities served within inclusionary settings. P: gr st.
P: gr st.

EDUC 546. Collaborative Strategies for Working w/Colleagues, Parents, Community. 2 Credits.
This course will focus on the study of collaborative models and practices used within a variety of educational and relevant community settings and help students to develop the communications skills necessary to interact effectively with individuals in schools, agencies, and the community. P: gr st.
P: gr st.

EDUC 547. Classroom and Behavior Management Strategies. 2 Credits.
This course will address various theories and models for organizing and maintaining an effective classroom as well as strategies for working with individuals and groups. P: gr st.
P: gr st.

EDUC 552. Social and Family Influences on Early Development and Learning. 3 Credits.
An ecological systems approach to understanding social and family influences that affect success or failure in the first years of school. Includes discussion of recent child development and education risk theories, research, and practitioner accounts. Survey of effective prevention and intervention programs for young children (prenatal - 8 yrs.) and families "at-risk." P: gr st. (F,S)
P: gr st.
Fall and Spring.

EDUC 606. Evaluation and Testing in Education. 2-3 Credits.
Techniques for constructing tests and measurement systems; statistical procedures applied to classroom data; monitoring and assessing individual and group learning situations; using and interpreting data from standardized tests. P: gr st. (SO)
P: gr st.
Spring Odd.

EDUC 615. Counseling Role of the Classroom Teacher. 3 Credits.
Specific counseling and guidance skills necessary for guidance effectiveness of the classroom teacher and their implementation in the classroom. P: gr st.
P: gr st.

EDUC 620. Workshop in Economics Education. 1-3 Credits.
Workshop is designed to provide information on selected current economic topics and concepts; enables educators to examine new print and non-print instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year for focus. Topic will be identified by subtitle with each offering. May be repeated for credit. P: May be repeatable for credit. None.

EDUC 621. Literacy and Language Development in Young Children. 3 Credits.
Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading. P: gr st. (F,S)
P: gr st.
Fall and Spring.

EDUC 622. Reading in the Content Areas. 3 Credits.
Practical guidelines for classroom teachers in subject areas--English, social studies, mathematics, science, etc.; suggestions for teaching reading and study skills related to content, specialized and technical vocabulary; dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).
P: graduate status
Fall and Spring.

EDUC 646. Trends in Bilingual Education. 3 Credits.
Designed for pre-service teachers and practicing educators, this course is a comprehensive approach to the current trends in Bilingual Education (Spanish/English) that bridges pedagogical theory and practice. Students will be introduced to essential concepts and theories, including effective teaching methodologies, curriculum design and assessment tools. This course will help students develop a sociocultural perspective about the contexts and realities of bilingual learners.
Spring.

EDUC 652. Principles of Middle Level Education. 3 Credits.
This course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic considerations. P: gr st and exper in educ. (F,S)
P: gr st and exper in educ.
Fall and Spring.

EDUC 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: cons of instr & prior trip arr & financial deposit.

EDUC 810. Philosophical and Theoretical Foundations of Leadership in Education. 3 Credits.
This is a shared, online required course in the UW System Ed.D. cooperative. This interdisciplinary course provides a foundation for the development of personal and professional leadership grounded in theory and reflective of the influence of social locations and identities. Through exposure to recognized education leaders, students will postulate the leadership principles that resonate in their fields of work and study. Students will engage in an interdisciplinary analyses of leadership theories and philosophies, and will examine ethical and professional responsibilities within their profession and communities.
P: Acceptance into the Ed.D. program.
Fall Only.

EDUC 820. Critical Analysis of Systemic Inequity: Social Justice Education. 3 Credits.
This course is an advanced and in-depth exploration of the issues of power and inequality in U.S. history including but not limited to racism, classism, sexism, homophobia, and linguicism. The historical survey of inequity becomes a foundation for addressing current issues from a variety of perspectives and possibilities. Key course concepts for social justice in education include cultural deficit frameworks, meritocracy, whiteness as social construct, color blindness and race neutrality, microaggressions, and the politics of epistemology. Students will examine historic and contemporary examples of educational institutions as mechanisms of social, political, and economic control. Examples will include U.S. American Indian boarding schools, school segregation, tracking, and vocational education. Students will engage in critical research, analysis, writing and development of programs in their field that strive to end oppressive practices and balance systemic inequities.
Acceptance into EdD program
Spring.

Environmental Science & Policy (ENV S&P)

Courses

ENV S&P 701. Perspectives in Environmental Science and Policy. 1 Credit.
Introduces new Environmental Science & Policy graduate students to program requirements, expectations, resources, and faculty members.
P: graduate status
Fall Only.

ENV S&P 713. Environmental & Natural Resource Economics. 3 Credits.
Addresses public policy issues related to energy and other natural resources from the perspective of environmental economics. Topics include fossil energy, nuclear energy, solar and other alternative sources of energy; natural resources ranging from soil, water and minerals to wildlife, forests and parks.
P: gr st; REC: Pu En Af 608 and Env S&P 752.
Fall Even.

ENV S&P 715. Seminar in Ecology and Evolution. 1 Credit.
This graduate course provides a forum for discussion of contemporary ideas in ecology and evolution. Students and faculty discuss weekly readings in an informal atmosphere. Topics are chosen from the current scientific literature; examples from recent semesters include ecosystem stability, competition and coexistence, group selection, trophic dynamics, and complex species interactions.
P: gr st.
Fall and Spring.

ENV S&P 724. Hazardous and Toxic Materials. 3 Credits.
The handling, processing, and disposal of materials which have physical, chemical, and biological properties that present hazards to human, animal, and plant life; procedures for worker safety and for compliance with regulations. The metals and nonmetals, carcinogens, radioactive materials, and pathogenic human, animal, and plant wastes.
P: Graduate status
Spring Odd.

ENV S&P 740. Ecology and Management of Ecosystems. 3 Credits.
This course addresses our current scientific understanding of ecosystems, and the application of this knowledge for the sustainable management of both human dominated and natural ecosystems and the biodiversity that they support.
P: gr st.
Spring Even.

ENV S&P 743. Landscape Ecology. 3 Credits.
Landscape ecology emphasizes spatial patterning and focuses on ecological dynamics over large regions. Concepts and methods will be studied through lectures, readings, discussions, and practical applications. Prior experience with specific computer programs not required.
P: gr st; REC: prior cse in ecological studies and statistics.
Spring Odd.

ENV S&P 749. Wetland Ecology and Management. 3 Credits.
Ecological processes and characteristics of wetlands such as primary productivity, hydrology, decomposition and nutrient dynamics are studied. Wetland classification and delineation systems are examined and applied in the field. Management practices and potential as well as current approaches to values assessment are addressed.
P: gr st.
Fall Even.

ENV S&P 752. Environmental Policy and Administration. 3 Credits.
The political and institutional aspects of environmental policy-making and implementation, including issues in environmental policy analysis. Emphasis is on national policy processes in the United States, but attention is given also to global and state and local environmental problems and public policy.
P: gr st.
Fall Odd.

ENV S&P 755. Environmental Data Analysis. 4 Credits.
This course emphasizes the principles of data analysis using advanced statistical software (such as R, SAS, etc.). It employs primarily environmental examples to illustrate procedures for elementary statistical analysis, regression, analysis of variance and nonparametric statistics.
P: intro stats cse and grad st.
Fall Only.

ENV S&P 760. Social Research Methods. 3 Credits.
Theory and methods of research in the social sciences. Topics include the philosophy of science, research designs, data collection and program evaluation. Emphasis is on applied research.
P: graduate status
Fall Odd.

ENV S&P 762. Project Proposal. 3 Credits.
Provides opportunities to identify, develop and refine the non-thesis project proposal. Focuses on key aspects of the proposal including the project statement, expectations, deliverables, and abstract. Culminates in the submission of Approval of Thesis or Project Proposal (GR-2 Form).
P: major in Ms Env Sci
Spring.

ENV S&P 763. Global Environmental Change & Sustainability. 3 Credits.
Capstone course of the program in Environmental Science and Policy. This course provides an overview of contemporary topics in global environmental change from the local to global scale, with emphasis placed on scientific evidence, policy approaches, public attitudes, and sustainable solutions. Both policy and scientific aspects of the topics are addressed.
P: major in Ms Env Sci and grad earned cr > or = 12.
Spring.

ENV S&P 767. Environmental Technology and Analysis. 3 Credits.
This course addresses our current scientific understanding of environmental remediation, waste transformation, utilization and disposal, as well as the chemical, biological and geological aspects of ground or surface water systems. Emphasis is on evaluating alternative technologies and strategies for generating ecologically sustainable systems.
P: enrollment in ES&P graduate program or instructor approval
Spring Odd.

ENV S&P 768. Project Defense. 3 Credits.
This is the defense of the non-thesis project. Course activities include the presentation of non-thesis projects at an open symposium and the successful submission and approval of the final non-thesis project. Students also take the programmatic Written Examination required for completion of the non-thesis degree plan. The course culminates in the submission of Approval of Thesis Defense or Project Presentation (GR-4 Form).
P: major in MS Env Sci; Completion of ENV S&P 764
Spring.

ENV S&P 783. VARIABLE CONTENT. 1-4 Credits.
P: gr st.

ENV S&P 795. Special Topics. 1-3 Credits.
P: gr st.

ENV S&P 797. Internship. 1-6 Credits.
P: gr st.
Fall and Spring.

ENV S&P 798. Independent Study. 1-3 Credits.
P: gr st.
Fall and Spring.

ENV S&P 799. Thesis. 1-6 Credits.
P: gr st and thesis proposal on file.
Fall and Spring.

Environmental Science (ENV SCI)

Courses

ENV SCI 505. Environmental Systems. 4 Credits.
Physical and chemical aspects of natural environmental processes. The movement, transformation, and fate of materials and contaminants.
P: gr st.
Fall Only.

ENV SCI 518. Pollution Control. 3 Credits.
Government regulations, manufacturing processes, waste minimization, pollution prevention methods and pollution control techniques of major industries.
P: gr st.
Fall Only.

ENV SCI 520. The Soil Environment. 4 Credits.
The physical, chemical and biological properties and principals of soils; formation, classification and distribution of major soil orders; function and management of soils in natural, agricultural and urban environments. Includes field and laboratory experiences.
P: gr st.
Fall Only.

ENV SCI 522. Environmental Microbiology. 4 Credits.
This course will focus on the diversity and role of microorganisms in diverse and complex environments, including the use and management of these organisms for the benefit of ecosystems and society.
P: graduate status
Spring.

ENV SCI 523. Pollution Prevention. 3 Credits.
Emphasizes principles of pollution prevention and environmentally conscious products, processes and manufacturing systems. Also addresses post-use product disposal, life cycle analysis, and pollution prevention economics.
P: gr st.
Spring Odd.

ENV SCI 530. Hydrology. 3 Credits.
Qualitative study of the principal elements of the water cycle, including precipitation, runoff, infiltration, evapotranspiration and ground water; applications to water resource projects such as low flow augmentation, flow reregulation, irrigation, public and industrial water supply and flood control.
P: gr st.
Fall Only.

ENV SCI 535. Water and Waste Water Treatment. 3 Credits.
Water and waste water treatment systems, including both sewage and potable water treatment plants and their associated collection and distribution systems. Study of the unit operations, physical, chemical and biological, used in both systems.
P: gr st.
Spring.

ENV SCI 537. Environmental GIS. 2 Credits.
This is a project based course where students conduct geospatial data manipulation, analysis and management with a suite of GIS software tools and web-based GIS interfaces. Students will learn about a range of applications of remotely sensed and other geospatial data to natural science problems. Through the course project, students will create a functional GIS to study or model an environmental phenomena or problem.
P: Graduate status and previous GIS experience
Fall and Spring.

ENV SCI 601. Stream Ecology. 4 Credits.
The goal of this course is to develop a profound understanding of the abiotic and biotic processes responsible for shaping the ecosystem in running waters. Focus will be on ecological processes, but nutrient dynamics and fluid mechanics are also important issues as well as the fauna associated to the streambed, mainly macro invertebrates and their ecological role. Theory will be combined with hands on experience providing the student with a tool to manage a stream based on ecological principles.
P: gr st.
Fall Even.

ENV SCI 615. Solar and Alternate Energy Systems. 3 Credits.
Study of alternate energy systems which may be the important energy sources in the future, such as solar, wind, biomass, fusion, ocean thermal, fuel cells and magneto hydrodynamics.
P: gr st.
Spring Even.

ENV SCI 621. Geoscience Field Trip. 1-3 Credits.
Intensive three or four-day field study tour of the geology, soils, and landscapes of Wisconsin and/or surrounding states. Each offering will focus on a different geological theme and will focus on a specific region. Cost of transportation, guidebook, meals, and lodging borne by student.
P: graduate status
Fall and Spring.

ENV SCI 624. Hazardous and Toxic Materials. 3 Credits.
The handling, processing, and disposal of materials which have physical, chemical, and biological properties that present hazards to human, animal, and plant life; procedures for worker safety and for compliance with regulations. The metals and nonmetals, carcinogens, radioactive materials, and pathogenic human, animal, and plant wastes.
P: Graduate status
Spring Odd.

ENV SCI 625. Global Climate Change. 3 Credits.
Examines changes in global climate with emphasis on the processes by which climate change occurs. Focuses on the recent changes in the concentration of atmospheric greenhouse gases and their impact on the earth's global energy budget. Examines the potential environmental impact of a changed climate.
P: Graduate Standing
Spring.

ENV SCI 632. Hydrogeology. 3 Credits.
Introduction to the geological and physical principles governing ground water flow. Description of aquifer properties, chemical processes, equation of flow, well hydraulics, and environmental concerns.
P: gr st.
Spring.

ENV SCI 633. Ground Water: Resources and Regulations. 3 Credits.
An overview of the geology, properties, flow, and pollution of ground water systems. Techniques of aquifer characterization and water quality monitoring are introduced and evaluated. Regulatory and policy approaches to moderate use and ensure adequate high quality supplies of this valuable resource in the future are also reviewed.
P: graduate status
Fall Even.

ENV SCI 634. Environmental Chemistry. 3 Credits.
Physical, chemical, and biological processes affecting the composition of air and water. Chemical reactions in polluted, and unpolluted environments; dispersal processes and methods of control for various pollutants.
P: graduate status
Fall Only.

ENV SCI 660. Resource Management Strategy. 3 Credits.
Application of the principles of systems analysis to the sustainable use of material and energy resources. Emphasis on use of analytical tools of economics (e.g. costs-benefit, cost-effectiveness, and risk-benefit analysis) and the process of public policy making and implementation.
P: gr st.
Fall and Spring.

ENV SCI 664. Atmospheric Pollution and Abatement. 3 Credits.
This course will provide students an understanding of atmospheric processes and weather patterns and how they affect pollutant transport. Sources, sinks, environmental effects, and abatement technologies for air pollutants will be addressed. Atmospheric reactions that create pollution or deplete stratospheric ozone will be included.
P: Graduate status
Fall Odd.

ENV SCI 669. Conservation Biology. 4 Credits.
Overview of the major issues and ecological principles underlying the field of conservation of biology, including patterns and measurement of biological diversity from genetic to community scales.
P: graduate status
Fall Only.

ENV SCI 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: cons of instr & prior trip arr & financial deposit.

First Nations Studies (FNS)

Courses

FNS 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: cons of instr & prior trip arr & financial deposit.

Geoscience (GEOSCI)

Courses

GEOSCI 632. Hydrogeology. 3 Credits.
Introduction to the geological and physical principles governing ground water flow. Description of aquifer properties, chemical processes, equation of flow, well hydraulics, and environmental concerns.
P: gr st.
Spring.

Graduate (GRADUATE)

Courses

GRADUATE 693. Thesis or Final Project Completion. 0 Credits.
Thesis or Final Project Completion for graduate programs.

Health & Wellness Management (HWM)

Human Biology (HUM BIOL)

Courses

HUM BIOL 602. Human Physiology. 3 Credits.
Physiological functions of major human organs other than central nervous system: cell physiology, enzymes, cell energetics; muscle function; autonomic nervous system; endocrine system; blood, oxygen and circulatory system; immune system; kidney, digestion; and the role of physiology in diseases and medicine.
P: gr st.
Fall and Spring.

Human Development (HUM DEV)

Courses

HUM DEV 544. Dying, Death, and Loss. 3 Credits.
Death, dying, and loss from a multidisciplinary diversity perspective; the development of death concepts across the life span, end of life issues, and cross-cultural death practices and their relation to the American death system.
P: gr st.
Spring.

Humanistic Studies (HUM STUD)

Courses

HUM STUD 518. Topics in Linguistics/TESL. 3 Credits.
Analysis and discussion of topics of central importance in applied linguistics and Teaching English as a Second Language (TESL). Possible topics include:Teaching Grammer to ELLs; Second Language Pragmatics; Second Language Writing; and others.
P: gr st.

HUM STUD 519. Second Language Acquisition. 3 Credits.
Overview of issues in second-language acquisition, including linguistic, cognitive, social, and affective factors. Students will examine and think about learner language, read research on learner language, and consider implications for second-language teaching.
P: gr st.
Spring.

HUM STUD 520. Second Language Assessment. 3 Credits.
An exploration of policies, procedures, and instruments in assessing English language proficiency. Focus will be on practical assessment strategies and their incorporation into instructional planning.
P: gr st.
Spring Odd.

HUM STUD 521. Language and Society. 3 Credits.
The study of language in relation to society, including social and regional dialects, bilingualism and language contact, speech communities, the ethnography of language, and applications such as language policy and planning.
P: gr st.
Fall Only.

Management (MANAGMNT)

Courses

MANAGMNT 715. Financial Information for Decision Making. 3 Credits.
This course explores the use of financial information in organizational decision-making. It builds on basic accounting knowledge to extend the students' understanding of the financial implications of decisions.
P: gr st, and, Acctg 300 or equivalent, or cons inst.

MANAGMNT 730. Leading the Self. 3 Credits.
This course provides a framework for lifelong leadership development based on two perspectives: values-based leadership and competency-based leadership.
P: gr st.
Spring.

MANAGMNT 735. Foundations of Strategic Information Management. 3 Credits.
Information Technology (IT) is an integral part of all organizations and plays a vital role in all functional areas such as marketing, accounting, finance, human resources, operations, and supply chain. It also serves in enabling key applications such as business intelligence, data analytics, security, internal controls, and new-product planning among others. Owing to the dynamic nature of IT, it is imperative that organizations continuously reevaluate their strategic alliance with IT. Thus a well-designed, and strategically managed IT has the potential to dramatically improve a business's competitive advantage. The course discusses the significant managerial aspects of IT's increasing impact on today's organizations, along with IT trends and their business implications, security, privacy and ethical issues.
P: graduate status
Spring.

MANAGMNT 736. Analysis & Design of Business Information Systems. 3 Credits.
The competence in business information systems analysis and design (SA&D) is critical to not only information technology professionals but also to business managers since the fit between information technology and organizational business needs is argued to be a key determinant of firm performance. Students will learn system analysis and design concepts and technologies required to develop business information systems. The emphasis is on system life cycle concepts ranging from a system's planning to its discontinuance. The course will also attempt to evaluate the ethical issues involved as well as the business reasons why some IT projects succeed while others fail.
P: Graduate standing and MANAGMNT 735
Fall Only.

MANAGMNT 737. Strategic Application of E-Commerce. 3 Credits.
The course challenges the students to explore business, technological and social perspectives to understand the strategic applications of e-commerce. It covers a wide range of current issues and challenges associated with managerial aspects of e-commerce.
P: gr st.
Spring.

MANAGMNT 740. Management of Human Resources. 3 Credits.
Job analysis, recruitment, selection, development, compensation, retention, evaluation and promotion of personnel within an organization. Also deals with labor relations and laws related to EED and their implications for HRM.
P: gr st.

MANAGMNT 743. Financial Management. 3 Credits.
Financial Management examines the organization of advanced financial Management functions and principles for business; Management of fixed and working capital; short-term and long-term financial planning through investment and financing decision; domestic and international money and capital markets; ethical issues relating to business financial Management.
P: gr st, and, BUS ADM 343 or equivalent, or cons inst.

MANAGMNT 744. Marketing Planning and Strategy. 3 Credits.
This course examines the sources and uses of marketing information as it relates to the marketing planning process, culminating in the development and evaluation of marketing strategy and tactic for products, distribution, pricing, and marketing communication.
P: Gr st; Bus Adm 322 or consent of inst.

MANAGMNT 745. Business and Marketing Strategy. 3 Credits.
The characteristics and management of markets are described in topics that include the business and marketing environment, components of the strategic marketing mix, market segmentation, planning and responding to competitors' strategies.
P: gr st.
Spring.

MANAGMNT 746. Strategic Management. 3 Credits.
This course focuses on the formulation, selection and implementation of business strategies through assessment of organizational performance; competitive, market and industry analysis; development of strategic positions and identification of strategic opportunities. Students practice strategic thinking for a cross-section of business types from small, closely-held to corporate, publicly-held, multiple business enterprises. The concepts and ideas of the course are explored through the analysis of case studies. The course looks at strategic planning as an integrative process that links internal organizational performance to external, competitive factors and forces for change. The emphasis is to learn to think strategically.
P: gr st and Managmnt 743 and 753.

MANAGMNT 750. Team Leadership. 3 Credits.
Builds on a basic understanding of groups and focuses on team dynamics and team organization. Theories and concepts related to quantitative and qualitative decision-making and planning are integrated from an individual and team perspective.
P: gr st.

MANAGMNT 753. Organizational Theory and Behavior. 3 Credits.
The major theories and schools of thought dealing with administrative behavior, administrative process, and organizational behavior and theory. Attention is given to the similarities and differences between public, private and nonprofit administration.
P: gr st and Bus Adm 382 (dept will monitor).

MANAGMNT 757. Leadership and Innovation. 3 Credits.
Advanced concepts and methods of managing complex organizations and multi-organizational systems in the public, non-profit, and private sectors using a variety of creative learning methods.
P: gr st and Managmnt 746 and 753.

MANAGMNT 758. Innovation and Entrepreneurship. 3 Credits.
This course will expose students to the vocabulary and concepts that are essential to innovation and entrepreneurship in today's organization and show how these concepts can be applied to different organizational environments and situations.
P: gr st.
Spring.

MANAGMNT 759. Managing Knowledge for Sustainability. 3 Credits.
This course will focus on leading, building, maintaining and measuring the value of knowledge management systems for sustainability. As the new knowledge economy continues to evolve, knowledge is being recognized as a key business asset and a crucial component of business strategy.
P: gr st.
Fall Only.

MANAGMNT 761. International Management. 3 Credits.
International Management develops an awareness of the impact of international forces on business, studies management concepts of multi-national organizations, and discusses establishing and conducting transactions with firms in other countries. Political and economic risk are examined as they impact various methods of international investment.
P: gr st.

MANAGMNT 770. Organizational Change and Transformation. 3 Credits.
Assessment and diagnosis of organizations for the purpose of planned change and development. Students will learn assessment techniques and analytical methods, how to link assessment to development, types of development programs and program evaluation. Specific topics include systems theory, applied statistics, group dynamics, and research design.
P: Managmnt 753 & gr st.

MANAGMNT 775. New Management Paradigms. 3 Credits.
Theoretical and philosophical foundations of new management paradigms. The course develops practical skills for applying this knowledge.
P: Managmnt 753 and gr st.

MANAGMNT 796. Professional Project. 4 Credits.
Intense application experience in which students will learn the fundamentals of project management. At the end of the course students should be able to demonstrate knowledge of project management principles as well as develop and complete an applied project that will utilize material learned from project management and prior masters coursework.
P: Graduate Managmnt student.
Spring.

MANAGMNT 797. Internship. 1-6 Credits.
P: gr st.
Fall and Spring.

MANAGMNT 798. Independent Study. 1-3 Credits.
P: gr st.
Fall and Spring.

Mathematics (MATH)

Courses

MATH 555. Applied Mathematical Optimization. 3 Credits.
Analytical and numerical optimization techniques; linear, nonlinear, integer, and dynamic programming. Techniques applied to problems of water, forest, air and solid-waste management.
P: gr st.
Fall Even.

MATH 630. Design of Experiments. 4 Credits.
Statistical theory and practice underlying the design of scientific experiments, and methods of analysis. Replication, randomization, error, linear models, least squares, crossed and nested models, blocking, factorial experiments, Latin squares, confounding, incomplete blocks, split-plots.
P: gr st and intro stats cse.
Spring.

MATH 631. Multivariate Statistical Analysis. 4 Credits.
Principles and practice in the analysis of multivariate data. Correlation, partial correlation, principle components, factor analysis discriminate functions, canonical correlation, cluster analysis, multidimensional scaling. Emphasis on computer analysis of actual data.
P: gt st and intro stats cse.
Spring Odd.

MATH 667. Applied Regression Analysis. 4 Credits.
Techniques for fitting linear regression models are developed and applied to data. Topics include simple linear regression, multivariate regression, curvilinear regression, linearizable models and time series.
P: gr st.

MATH 698. Independent Study. 1-3 Credits.
P: gr st.

Nursing (NURSING)

Courses

NURSING 699. Travel Course. 1-6 Credits.

NURSING 734. Evaluation and Evidence-Based Practice in Health Systems. 3 Credits.
This course will focus on skills needed for nurses to evaluate outcomes in health systems. Topics include using statistics and information systems in evaluation and research, continuous quality improvement, evidence-based practice, safety and quality indicators, performance improvement methods, and team-based problem solving.
P: Must be admitted to MSN program
Fall Odd.

NURSING 737. Leadership in Health Systems. 3 Credits.
This course will forcus on the development of leadership for nurses in complex organizations. Students will explore the cncepts of organizational culture in micro, meso and macro systems. Topics will include transformation of complex organizations, conflict, crisis management, leading innovation, creating a culture of safety, and serving as a mentor and coach.
P: Must be admitted to MSN program
Spring Even.

NURSING 741. Theories of Organizational Behavior and Leadership in Health Systems. 3 Credits.
This course will address concepts and theories important to nursing leadership and management in health systems. Organizational behavior, leadership theories, and complexity science will be emphasized.
P: Must be admitted to MSN program
Fall Odd.

NURSING 745. Economics and Policy in Health Systems. 3 Credits.
This course will explore the health care delivery system in the United States including economic, political, financial, ethical, and social factors affecting health policy. Emphasis will be given to the financing of health care. Statistics will be used to analyze resource management and utilization. Legislative and regulatory processes affecting nursing and healthcare will be addressed.
P: Must be admitted to MSN program
Spring Even.

NURSING 750. Human Resource Management in Health Systems. 3 Credits.
This course is designed to introduce students to the field of human resource management from the perspective of a nurse manager and address effective human resource management practices and policies designed to create and maintain a healthy professional work environment. Communication strategies and technologies, and collaboration on interprofessional healthcare teams and with diverse groups will be addressed. Staffing models, hiring, retention and supervision practices, performance enhancement planning, strategic scheduling, and labor relations/law will be covered.
P: Must be admitted to MSN program.

NURSING 755. Program Planning for Population Health. 2 Credits.
This course will focus on the role of the nurse leader in program planning for health promotion and disease prevention for populations. Topics will include determinants of health, epidemiology, biostatistics, and advancing equity in access, services, and outcomes for vulnerable populations.
P: Must be admitted to MSN program.

NURSING 760. Informatics in Health Systems. 3 Credits.
This course will enhance students' knowledge and skills related to nursing informatics in a variety of healthcare settings. Students will learn how to use project management principles and technologies to enhance patient-care delivery, management, and clinical decision support. Research from nursing and other disciplines regarding improving patient outcomes, cost effectiveness and patient safety will be emphasized.
P: Must be admitted to MSN program
Spring Odd.

NURSING 770. Practicum I: Leadership Practices - Quality and Safety in Health Systems. 2 Credits.
In this course, students will apply best practices related to evidence-based quality and safety decisions in their practicum site. Local and national drivers of safety and quality initiatives, along with oversight of these programs, will be explored. Benchmarking and statistical process control methods will be emphasized to ensure appropriate leadership decisions. Required MSN practicum hours will be satisfactorily completed.
P: Nursing 734, Nursing 737, Nursing 741, Nursing 745, Nursing 750, Nursing 755, pre- or co-requisite Nursing 780, and co-requisite Nursing 790
Fall Even.

NURSING 772. Practicum II: Leadership Practices - Change, Culture and Communication in Health Systems. 2 Credits.
This course will provide a structured experience for exploration of nursing leadership and management roles in health care systems. Emphasis will be placed on change management, the use of information systems, financial reimbursement models, exploration of organizational culture and development of professional communication skills. Required MSN practicum hours will be satisfactorily completed.
P: Nursing 770, Nursing 780, pre- or co-requisite Nursing 760, and co-requisite Nursing 790
Spring Odd.

NURSING 774. Practicum III: Transition to Leadership Role in Health Systems. 2 Credits.
This course will explore aspects of role transition to nursing leadership and management. Discussions and debate will be used to highlight transition and survival issues. Remaining required MSN practicum hours will be satisfactorily completed.
P: Nursing 760, Nursing 770, Nursing 772, pre- or co-requisite Nursing 785, and co-requisite Nursing 790.

NURSING 780. Financial Management in Health Systems. 3 Credits.
This course will develop knowledge and skills used by nurse leaders for effective financial management in health care systems. Topics will include reimbursement systems, coding and payment mechanisms, ethics and legalities of contracting, governmental regulations, budget development, marketing and inter-professional collaboration around budget and finance.
P: Must be admitted to MSN program
Fall Even.

NURSING 785. Environmental Sustainability in Health Systems. 2 Credits.
This course will explore sustainability in health systems with emphasis on the environmental impact of health system practices. Implications of United States and global environmental health policy will be analyzed. Economic sustainability including cost-benefit analysis will be addressed. Emphasis will be placed on decisions and strategies nurse leaders make that impact sustainability of health systems and the environment.
P: Must be admitted to MSN program.

NURSING 790. MSN Leadership Project. 1 Credit.
This course will provide students the opportunity to design, implement, evaluate and professionally disseminate an evidence-based leadership project within a health care system. Projects will create quality and safety in patient care through nursing leadership, conscious of fiscal and environmental responsibility and will demonstrate synthesis and application of MSN leadership and management curricular concepts. Requisite knowledge, skills and attitudes to become successful nursing leaders or managers in health systems will be exhibited in the project process. This course must be taken three times over three semesters in the final year, in conjunction with the three MSN practicum courses. Required MSN practicum hours related to the project (90 total: 30 hours in each of 3 subsequent semesters) will be satisfactorily completed.
P: concurrent enrollment or completion of Nursing 770, Nursing 772 or Nursing 774.

NURSING 798. Independent Study. 1-2 Credits.
Allows MSN student to master content absent in graduate courses transferred from other institutions.
P: Student must be accepted to the MSN program.

Physics (PHYSICS)

Courses

PHYSICS 520. Thermodynamics and Kinetics. 3 Credits.
Temperature, heat and work, thermodynamic properties of gases, solids and solutions; homogeneous and heterogeneous equilibria; thermodynamics of electrochemical cells; statistical thermodynamics; calculation of thermodynamic properties; chemical kinetics.
P: gr st.
Fall Only.

PHYSICS 615. Solar and Alternate Energy Systems. 3 Credits.
Study of alternate energy systems which may be the important energy sources in the future, such as solar, wind, biomass, fusion, ocean thermal, fuel cells and magneto hydrodynamics.
P: gr st.
Spring Even.

PHYSICS 617. Nuclear Physics and Radiochemistry. 3 Credits.
Properties and reactions of atomic nuclei; application of the properties of radioactive nuclei to the solution of chemical, physical, biological and environmental problems.
P: gr st.
Spring Even.

Political Science (POL SCI)

Courses

POL SCI 505. Urban Politics and Policy. 3 Credits.
Structures and operations of city governments and their responses to policy issues such as education, employment, social welfare, housing, transportation, migration, racial discrimination, urban sprawl and social inequality.
P: gr st.
Spring.

POL SCI 506. Regulatory Policy and Administration. 3 Credits.
The origins, purposes and operation of regulatory agencies and the programs in the U.S.: theories of regulation, issues and controversies in regulatory policy, and decision-making in such areas as economic regulation, public health, consumer protection workplace safety and environmental quality.
P: gr st.
Spring.

POL SCI 514. Administrative Law. 3 Credits.
Administrative law in the American federal (intergovernmental) system: connections between administrative law issues and issues of public policy; and legal dimensions of administrative problems.
P: gr st.
Fall Only.

POL SCI 516. Congress: Politics and Policy. 3 Credits.
Legislative institutions and policies, emphasizing the U.S. Congress. The role of legislature in American politics; elections, representation, formal and informal legislative institutions and practices, leadership, interest groups and lobbying, and the role of legislatures in policy innovation. P: gr st. (S)
P: gr st.
Spring.

POL SCI 608. Public Policy Analysis. 3 Credits.
An introduction to public policy analysis and to the policy-making process, primarily in American government. The course emphasizes the political aspects of policy analysis, models and methods for rational design of public policies, and applications of policy studies to particular public problems.
P: gr st.
Fall Only.

POL SCI 610. Intergovernmental Relations. 3 Credits.
The relations among the federal, state and local units of government; federalism, intergovernmental revenues and expenditures, intergovernmental policies and grants in-aid. P: gr st. (F)
P: gr st.
Fall Only.

Psychology (PSYCH)

Courses

PSYCH 615. Organizational and Personnel Psychology. 3 Credits.
Examines the human side of organizations from a scientific framework. Topics include job analysis, performance appraisal, employee selection, training, motivation, job satisfaction, work teams, leadership, and organization development.
P: gr st.
Fall Only.

PSYCH 620. Test and Measurements. 3 Credits.
An overview of the uses and underlying psychometric concepts of psychological tests. Examines selected tests in the areas of intelligence, personality, achievement, and interest assessment. Discusses controversial social, legal, ethical, and cultural issues related to testing.
P: gr st.
Fall and Spring.

PSYCH 629. Theories of Personality. 3 Credits.
P: gr st.

Public & Environmental Affairs (PU EN AF)

Courses

PU EN AF 506. Regulatory Policy and Administration. 3 Credits.
The origins, purposes and operation of regulatory agencies and the programs in the U.S.: theories of regulation, issues and controversies in regulatory policy, and decision-making in such areas as economic regulation, public health, consumer protection workplace safety and environmental quality.
P: gr st.
Spring.

PU EN AF 514. Administrative Law. 3 Credits.
Administrative law in the American federal (intergovernmental) system: connections between administrative law issues and issues of public policy; and legal dimensions of administrative problems.
P: gr st.
Fall Only.

PU EN AF 522. Environmental Planning. 3 Credits.
History, processes, and impacts of environmental planning in the United States. Action forcing legislation and its effect on environmental issues and processes. Emphasizes environmental planning and implementation at the national, state, and local levels.
P: gr st.
Fall and Spring.

PU EN AF 535. Principles and Practices of Emergency Management. 3 Credits.
The philosophy of comprehensive Emergency Management will be discussed with the four attendent steps, which include mitigation, preparedness, response and recover. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
P: gr st.

PU EN AF 536. Strategic Emergency Preparedness, Planning and Implementation. 3 Credits.
Strategic planning and budgeting is a very important component in emergency planning and mitigation. Learn how to acquire and allocate resources, plan for crises with or without warning, and implement preparedness programs.

PU EN AF 537. Disaster Response Operations and Management. 3 Credits.
Examine the roles and responsibilities of the players in a crisis event. Explore the various problems associated with response operations such as: inadequate preparedness measurers, safety and site security, politics, and record keeping.

PU EN AF 538. Disaster Recovery. 3 Credits.
Examine disaster recovery in isolation. Explore the short and long term effects of disasters, as well as, the process of putting families, businesses and communities back together. You will learn the importance of reconstruction and relocation.

PU EN AF 551. Water Resources Policy and Management. 3 Credits.
This course will cover the basics of water management and planning, covering local to global examples of such things as surface water pollution, mining of fossil aquifers, water wars at regional, interstate, and international levels.
P: gr st.

PU EN AF 559. Political and Policy Dimensions of Emergency Management. 3 Credits.
This course considers the political and policy environment in which emergency management is practiced. It focuses on political processes and phenomena associated with mitigating the likely effects of extreme events, responding to them, and recovering from them. The course is intended to help emergency managers develop an understanding of local, state, federal, and intergovernmental politics affecting and affected by extreme events.

PU EN AF 578. Environmental Law. 3 Credits.
An overview of major environmental laws such as the Clean Air and Clean Water Acts, with emphasis on how these laws are implemented by the federal and state governments.
P: gr st.
Fall Only.

PU EN AF 579. Natural Resource Policy, Law, and Administration. 3 Credits.
This course examines public land and resources policy, law and administration from multiple perspectives. It covers environmental and administrative decision making and various contemporary resource management problems and conflicts. A number of substantive policy areas are examined including national forests, public rangelands, wildlife and biodiversity, and protected areas, among others. These substantive areas are approached and analyzed in a number of different ways.
P: gr st.

PU EN AF 580. Global Environmental Politics and Policy. 3 Credits.
This course explores the transnational and international context of environmental politics and policy. Particular focus areas include the causes of environmental harm, the meaning of sustainability, and the relevance of new environmental actors on the global stage.
P: gr st.
Spring.

PU EN AF 602. Environmental and Resource Economics. 3 Credits.
Applications of tools such as cost-benefit analysis and other economic concepts in current public decision making, with special emphasis upon common property resources management.
P: gr st.
Fall and Spring.

PU EN AF 608. Public Policy Analysis. 3 Credits.
An introduction to public policy analysis and to the policy-making process, primarily in American government. The course emphasizes the political aspects of policy analysis, models and methods for rational design of public policies, and applications of policy studies to particular public problems.
P: gr st.
Fall Only.

PU EN AF 615. Public and Nonprofit Budgeting. 3 Credits.
The purposes and attributes of major public budgetary systems: principles and methods in designing and managing relationships among program planning, policy planning and budgetary operation; applications of analytical and decision-assisting tools in public budgetary operations.
P: gr st.
Spring.

PU EN AF 628. Public and Nonprofit Program Evaluation. 3 Credits.
Develops a working understanding and selected skills relating to the conduct of program evaluations. Evaluation design, data collection, data analysis, and utilization of findings are discussed using the political and social context of "real" organizations.
P: graduate status
Spring.

PU EN AF 650. Advanced Geographic Information Systems. 3 Credits.
Project-based course using ARC/INFO software. Students adopt a study area, develop data layers, analyze these data and develop GIS maps showing results of the analysis.
P: gr st.
Spring.

PU EN AF 652. Planning Theory and Methods. 3 Credits.
Planning for public and not-for-profit agencies: theory and practical significance of planning; the political and administrative setting of planning operations; and methods of planning analysis such as strategic planning.
P: gr st.
Spring.

PU EN AF 653. Cost Benefit Analysis. 3 Credits.

Social Work (SOC WORK)

Courses

SOC WORK 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: cons of instr & prior trip arr & financial deposit.

SOC WORK 700. Gateway to the Profession of Social Work. 2 Credits.
This course introduces students to the multi-level facets of the social work profession with a focus on teamwork and collaboration. This course is taken in the first semester of the foundation curriculum and sets the framework upon which subsequent MSW course and learning experiences are built.
P: Admission to the MSW Program.
Fall Only.

SOC WORK 701. Contemporary Social Work Ethics. 3 Credits.
This foundation course is designed to introduce MSW students to a wide range of ethical issues that impact practitioners in various settings.
P: Admission to the MSW Program
Spring.

SOC WORK 702. Generalist Practice I. 3 Credits.
This course promotes MSW level development of skills necessary to practice social work with diverse client populations.
P: Admission to MSW Program
Fall Only.

SOC WORK 703. Direct Practice Skills. 1 Credit.
This foundation course is designed to introduce MSW students to a range of skills required for effective practice with individuals, families, and small groups.
P: Admission to the MSW Program
Fall Only.

SOC WORK 704. Generalist Practice II. 3 Credits.
This course promotes masters' level development of skills necessary to practice social work with diverse groups within organizations and communities.
P: Admission to the MSW Program
Spring.

SOC WORK 705. Macro Practice Skills. 1 Credit.
This skills lab focuses on social work practice in small groups with an emphasis on communication, advocacy, ethics, and issues of diversity as they affect group work.
P: Admission to the MSW Program
Spring.

SOC WORK 707. Human Behavior and the Social Environment. 3 Credits.
Integration of theories and models examining the complexity of person/environment functioning with respect to individuals, families, small groups, organizations, and communities.
P: Admission to the MSW Program
Spring.

SOC WORK 711. Foundations of Social Welfare. 3 Credits.
This course examines the origin and change of social welfare arrangements in the U.S. to meet human needs. It traces the evolution of the social work profession and social welfare efforts in relation to major economic, social, and political forces over time. Students are introduced to the processes of policy development and policy change and evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S.
P: Admission to MSW Program
Fall Only.

SOC WORK 712. Field I. 4 Credits.
Supervised social work practicum experience in a human service agency setting.
P: Admission to MSW Program
Fall Only.

SOC WORK 713. Seminar I. 1 Credit.
This foundation seminar course focuses on the application and integration of social work knowledge, values and skills to supervised social work practice in human service settings. The course provides opportunities for immersion in professional social work practice issues and dialogue within a classroom seminar format. The field internship is completed concurrently with the course.
P: Admission to the MSW Program.
Fall Only.

SOC WORK 714. Field II. 4 Credits.
Supervised social work practicum experience in a human service agency setting.
P: Admission to MSW Program; SOC WORK 712
Spring.

SOC WORK 715. Seminar II. 1 Credit.
This foundation seminar course focuses on the application and integration of social work knowledge, values and skills to supervised social work practice in human service settings. The course provides opportunities for immersion in professional social work practice issues and dialogue within a classroom seminar format. The field internship is completed concurrently with the course.
P: Admission to the MSW Program
Spring.

SOC WORK 716. Field III. 4 Credits.
Supervised social work practicum experience in a human service agency setting.
P: Completion of foundation curriculum or advanced standing.
Fall Only.

SOC WORK 717. Seminar III. 1 Credit.
This advanced seminar course focuses on the application and integration of advanced social work knowledge, values and skills to supervised social work practice in human service settings. This course provides opportunities for immersion in professional social work practice issues and dialogue within a classroom seminar format. The field internship is completed concurrently with the course.
P: Completion of foundation curriculum or advanced standing.
Fall Only.

SOC WORK 718. Field IV. 4 Credits.
Supervised social work practicum experience in a human service agency setting.
P: Soc Work 716
Spring.

SOC WORK 719. Capstone Seminar. 1 Credit.
This advanced seminar course focuses on the application and integration of advanced social work knowledge, values and skills to supervised social work practice in human service settings. This course provides opportunities for immersion in professional social work practice issues and dialogue within a classroom seminar format. The field internship is completed concurrently with the course.
P: Completion of foundation curriculum or advanced standing.
Spring.

SOC WORK 720. Diversity, Social Justice & Advocacy. 3 Credits.
Social work advanced practice course on working with diverse groups and communities.
P: Completion of foundation curriculum or advanced standing.

SOC WORK 721. Advanced Practice: Multi-Level Family Systems. 3 Credits.
Advanced social work theory and practice techniques for working with individuals and families.
P: Completion of foundation curriculum or advanced standing.
Spring.

SOC WORK 722. Social Work Management & Supervision in the Social Services. 3 Credits.
Advanced social work practice of management and supervision methods for students working in management positions at any level in social service agencies.
P: Admission to the MSW Program or consent of instructor.

SOC WORK 727. Psychopathology for Clinical Social Work. 3 Credits.
This course examines mental health and mental illness from a strengths-based social work perspective. Cultural and community factors in defining these issues are addressed.
P: Admission to MSW Program or consent of instructor.

SOC WORK 728. Advanced Policy: Leadership, Advocacy and Practice. 3 Credits.
This course examines the role of social workers as leaders in advocacy efforts in policy practice and social institutions to address the needs of vulnerable and oppressed populations. Students apply an analytical framework from a social justice perspective when analyzing social welfare policy to examine particular practice concerns.
P: Completion of foundation curriculum or advanced standing.

SOC WORK 731. Research for MSW Practice. 3 Credits.
Advanced research course that prepares students to evaluate their own practice and to carry out independent research projects.
P: Completion of foundation curriculum or advanced standing.
Fall Only.

SOC WORK 735. Emerging Issues in Child Welfare. 3 Credits.
Elective course examining contemporary child welfare policies and practices with emphasis upon child safety, permanency and well-being.
P: Admission to MSW Program or consent of instructor
Fall Only.

SOC WORK 736. Advanced Program Evaluation. 3 Credits.
This course focuses on evaluating social service delivery systems through the logic model and utilization-focused evaluation methods.
P: Completion of foundation curriculum or advanced standing.
Spring.

SOC WORK 737. Crisis Intervention. 3 Credits.
This course contributes to development of practice competency with vulnerable and oppressed groups. The course teaches crisis intervention and emergency treatment approaches and then applies them to vulnerable populations of males and females in the United States.
P: Admission to MSW Program or consent of instructor.

SOC WORK 738. Advanced Practice: Community Empowerment. 3 Credits.
This course aims to prepare students for participation in the change process at the systems-level by building knowledge and skills in community organizing, program development, and fundraising.
P: Completion of foundation curriculum or advanced standing.
Fall Only.

SOC WORK 747. Clinical Theories for Mental Health Practice. 3 Credits.
This course examines the current mental health theories influencing social work direct practice.
P: Admission to MSW Program or consent of instructor.

SOC WORK 749. Contemporary Interventions in Social Work Practice. 3 Credits.
This direct practice course provides an understanding and application of current and relevant intervention models used by social workers across a spectrum of client populations and focal issues.

SOC WORK 751. Social Work Practice in Schools. 3 Credits.
This course provides students with the conceptual and practical foundation for practicing social work in a school setting.
P: Admission to MSW Program or consent of instructor.

SOC WORK 753. Strengths-Based Leadership and Supervision. 3 Credits.
This course contributes to the development of leadership skills for MSW students by focusing on a strengths-based approach to leadership and supervision.
P: Admission to MSW Program or consent of instructor.

SOC WORK 757. Social Work Practice in the Criminal Justice System. 3 Credits.
Prepares social workers for an understanding of correctional models and their inherent values, bio-psycho-social theories of crime causation, and assessment and intervention skills within a generalist framework.
P: Admission to MSW Program or consent of instructor.
Spring Odd.

SOC WORK 767. Assessing Mental Health and Substance Use in Practice. 3 Credits.
The course will assist students to relate generalist practice social work theories to individuals with mental health and substance abuse challenges. The course will examine DSM-5 diagnosis, theoretical models and the implications of each approach relative to assessment and generalist practice settings. In addition, the course will integrate social justice and ethical frameworks in the assessment of mental health and substance abuse within generalist settings.
P: Admission to MSW Program or consent of instructor.

SOC WORK 777. Forensic Social Work: Policy and Practice. 3 Credits.
This course provides students with the understanding of the field of forensic social work practice which includes both criminal and civil issues. Students will learn to conduct forensic assessments, write court reports, act as expert and fact witnesses and facilitate guardianships. The course covers practice knowledge and skills in a variety of contexts including child welfare, juvenile justice, adult corrections, victim/witness services, health/long-term care, mental health, domestic abuse and disability services. Students apply knowledge to ethical dilemmas encountered in the legal system and learn to advocate on behalf of clients.
P: Admission to MSW Program or consent of instructor.
Spring Even.

SOC WORK 795. Special Topics. 3 Credits.
This course provides students an opportunity to strengthen social work practice in work with clients and/or social service agencies on topics such as mental health, addictions, violence or other areas of concern in social work practice.
P: Admission to MSW Program or consent of instructor.

SOC WORK 798. Independent Study. 1-3 Credits.
P: graduate status
Fall and Spring.

Spanish (SPANISH)

Courses

SPANISH 555. Spanish and Latin American Cinema. 3 Credits.
Historical and critical introduction to the work of prominent Spanish and Latin American filmmakers and to thematic representations of Spanish and Latin American Cultures.
P: gr st.
Spring Even.

SPANISH 638. Major Spanish and Latin American Writer(s). 3 Credits.
Study of an outstanding figure in Spanish and Latin American literatures.
P: gr st.
Spring Odd.

Sustainable Management (SMGT)

Courses

SMGT 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.
P: gr st.

SMGT 700. Cultural and Historical Foundations of Sustainability. 3 Credits.
The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.

SMGT 710. The Natural Environment. 3 Credits.
Natural cycles, climate, water, energy, biosystems, ecosystems, the role of humans in the biosphere; human impacts on natural systems. Use of case studies; some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity; carrying capacity; natural capital.

SMGT 720. Applied Research and the Triple Bottom Line. 3 Credits.
Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

SMGT 730. Policy, Law and the Ethics of Sustainability. 3 Credits.
The Law and Ethics regarding sustainability of Economic development and emerging environmental challenges at national and international levels; Including NationalEnvironmental Policy Act (NEPA), United Nations Environmental Program (UNEP) Carbon Footprints, Kyoto protocol, and Brundtland Commission. The policy and role of government and its agencies such as Army Corps of Engineers; Department of Interior, etc., in building a more just, prosperous, and secure environmental common future.

SMGT 740. Economics of Sustainability. 3 Credits.
Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.

SMGT 750. The Built Environment. 3 Credits.
The assessment of the intersection of the built environment and human needs: water, air, food, waste, transportation, healthcare and education. Focus on evaluation and analysis of energy technology systems and building efficiency in the context of facilities management.

SMGT 760. Geopolitical Systems: Decision Making for Sustainability on the Local, State and National Level. 3 Credits.
An examination of decision making and public policy for sustainability at the national, state, and local level, with emphasis on the social, economic, and political factors affecting decisions within the public, nonprofit, and private sectors.

SMGT 770. Leading Sustainable Organizations. 3 Credits.
A macro-level perspective on leading sustainable organizations. Topics addressed include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management, and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

SMGT 780. Corporate Social Responsibility. 3 Credits.
Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well-being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

SMGT 782. Supply Chain Management. 3 Credits.
Planning, organizing, and controlling the organization's supply chain are examined in context of the triple bottom line. Total cost analyses or product and process life cycles are considered in the context of strategy and operations. Topics include sourcing, operations, distribution, reverse logistics and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g., carbon, water, pollution). Discussion of existing and potential software systems.

SMGT 784. Sustainable Water Management. 3 Credits.
This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

SMGT 785. Waste Management and Resource Recovery. 3 Credits.
Students will develop an understanding of the generation, treatment, and disposal of municipal, industrial, and agricultural wastes. Students will critically evaluate waste management and resource recovery processes and policies in the United States and compare them with practices used in other countries. Students will develop written and oral presentation skills necessary to effectively convey technical, economic, and social information related to waste management.

SMGT 790. Capstone Preparation Course. 1 Credit.
This one-credit course orientation course is designed to prepare students for the capstone project. Students will conduct research and literature reviews resulting in a capstone project proposal. Project proposal must receive approval before commencement of SMGT 792.
P: gr st.

SMGT 792. Capstone Project. 3 Credits.
Completion of the approved capstone project assisting students' synthesis of their learning throughout the program. This project will result in research papers, multimedia presentations, actual field settings, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program.

SMGT 795. Special Topics in Sustainable Management. 3 Credits.
Various specialized areas of sustainable management will be examined. This course may be repeated for credit with a different topic.
P: gr st.

Urban and Regional Studies (UR RE ST)

Courses

UR RE ST 699. Travel Course. 1-6 Credits.
Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations. P: cons of instr & prior trip arr & financial deposit.

Faculty Members

A

Clifford F Abbott; Professor; Ph.D., Yale University+

Theresa E Adsit; Senior Lecturer; M.S., University of Wisconsin - Milwaukee

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+ Denotes Emeriti
* Denotes Graduate Faculty

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