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# Home

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## **Publication Date: June 2, 2014**

These pages provide a guide to academic requirements, resources and facilities, and *360° of Learning* at the University of Wisconsin-Green Bay.

- Students entering in Fall 2014 or Spring 2015 will use this edition (2014-15) 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.

More resources and information can be found on the UW-Green Bay website, <http://www.uwgb.edu>.

# Graduate Catalog

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## Dates and Information

This catalog is in effect from June 2, 2014 until it is superseded by a new catalog.

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](http://www.uwgb.edu/graduate)  
E-mail: [gradstu@uwgb.edu](mailto: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

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- At-a-Glance (<http://www.uwgb.edu/univcomm/about-campus/profile.htm>)
- Degrees and Accreditation (p. 5)
- Graduate Dates and Information (p. 6)
- State Authorization for Distance Education (p. 7)
- UW-Green Bay In-Depth (<http://www.uwgb.edu/univcomm/about-campus/indepth.asp>)

## Degrees and Accreditation

### Degrees

- Master of Science in Applied Leadership for Teaching and Learning (M.S.) (p. 26)
- Master of Science in Environmental Science and Policy (M.S.) (p. 29)
- Master of Science in Management (M.S.) (p. 39)
- Master of Science in Nursing Leadership and Management in Health Systems (M.S.) (p. 42)
- Master of Social Work (p. 45) (a collaborative M.S.W. with UW-Oshkosh)
- Master of Science in Sustainable Management Systems (M.S.) (p. 44)

### Cooperative Programs

Through a series of cooperative arrangements between the University of Wisconsin-Green Bay and its sister campuses, UW-Milwaukee and UW-Oshkosh, two graduate programs are offered at the UW-Green Bay campus. These are:

- Master of Science in Administrative Leadership (p. 50) (UW-Milwaukee)
- Master of Science in Education (p. 50) – Reading (UW-Oshkosh)

### 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 of the North Central Association of Colleges and Schools, 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](http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=2052)) on the Higher Learning Commission website.

Individual programs with accreditations or approvals:

- Chemistry, American Chemical Society
- Dietetics component of Human Biology, Academy of Nutrition and Dietetics
- Music, National Association of Schools of Music
- Nursing, Commission on Collegiate Nursing Education
- Social Work, Council on Social Work Education
- Master of Social Work, Council on Social Work Education
- Teacher Education, Wisconsin Department of Public Instruction

### Administration

University of Wisconsin System  
Raymond W. Cross – President

### University of Wisconsin System

Board of Regents (May 2014)

- John R. Behling, Eau Claire
- Mark J. Bradley, Wausau
- José Delgado

- Tony Evers, Madison
- Michael J. Falbo, Franklin
- Margaret Farrow, Pewaukee
- Eve Hall
- Nicolas Harsy
- Tim Higgins, Appleton
- Chad Landes, Dane
- Edmund Manydeeds, Eau Claire
- Regina Millner, Madison
- Janice Mueller, Madison
- Drew Petersen, Madison
- Charles Pruitt, Milwaukee
- José F. Vázquez, Wauwatosa
- David G. Walsh, Madison
- Gerald Whitburn, Wausau

## University of Wisconsin-Green Bay

(August 2014)

- Gary L. Miller – Chancellor
- Julia E. Wallace – Provost and Vice Chancellor for Academic Affairs
- Kelly J. Franz – Vice Chancellor for Business and Finance
- Jeanne Stangel – Assistant Chancellor for University Advancement

## Graduate Dates and Information

### Dates and Information

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## State Authorization for Distance Education

### Online Degree State Authorization

#### Authorization for Distance Education in States Outside Wisconsin

The University of Wisconsin-Green Bay has eight 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 Sustainable Management (MS-SMGT), and Master of Science Degree in Nursing Leadership and Management in Health Systems (MSN).

#### Authorized

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

Alabama  
 Alaska  
 Arizona  
 California  
 Colorado  
 Connecticut  
 Delaware  
 District of Columbia (Washington)  
 Georgia  
 Idaho  
 Illinois  
 Kansas  
 Louisiana  
 Maine  
 Massachusetts  
 Michigan  
 Minnesota  
 Missouri  
 Mississippi  
 Montana  
 Nebraska  
 New Hampshire  
 New Jersey  
 New Mexico  
 New York  
 North Carolina  
 North Dakota  
 Ohio  
 Pennsylvania  
 Rhode Island  
 South Carolina  
 South Dakota  
 Texas  
 Utah  
 Vermont  
 Virginia  
 Washington  
 West Virginia  
 Wyoming

#### Seeking Authorization

The University is seeking authorization to offer its online degree programs in the following states:

Arkansas  
Florida  
Indiana  
Iowa  
Massachusetts  
Nevada  
Oklahoma  
Oregon  
Washington (state)

**Unauthorized**

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

Hawaii  
Kentucky  
Tennessee  
Maryland



# General Information

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- Academic Calendar (<http://www.uwgb.edu/provost/calendars>)
- Academic Rules and Regulations (p. 9)
- Application for Degree (p. 16)
- Graduate Course Information (p. 17)
- Campus Maps (<http://www.uwgb.edu/maps>)
- Emergency and Parental Notification Policy (p. 18)
- Graduate Studies Office (<http://www.uwgb.edu/graduate>)
- Progress Toward the Degree (p. 20)

## Academic Rules and Regulations

### Definitions

#### Credit Hour

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 fifteen weeks for one semester, or the equivalent amount of work over different amount of time, or the equivalent amount of work for other activities 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 or spring semester and may register for a maximum of three credits in the January Interim session. A student who wants to enroll in more than 15 credits in a regular session 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.
- **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 which 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

- 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. Student's graduate committee reviews his or her record up to that time and recommends for continued enrollment or for the academic suspension status to go into effect.

## Grades and Related Policies

### Types of Credit

#### Attempted

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

#### Degree Credits

Degree credits are credits earned that count toward the 120 credits required for a bachelor's degree. Academic support courses do not count toward degree completion; they may have a credit value assigned and may be acceptable for enrollment verification.

#### Earned Credits

Earned credits are the number of credits (excluding audit credits) where a final grade and quality points have been awarded which are used to calculate grade point average for the term 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 indicate academic and class standing and 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 undergraduate 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
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

A cumulative grade point average is the 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.

## Grade Changes

Missing (N) grades or Incomplete (I) grades must be discussed 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.

## 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.

## Other Grade Options

Any changes to grading options for semester long courses must be submitted during the two week add/drop period. If your class is less than 14 weeks in duration, the add/drop deadline will differ, please contact GBOSS (Green Bay One Stop Shop) at [gboss@uwgb.edu](mailto:gboss@uwgb.edu) for these dates.

### 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 the second week of the semester. 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.

### **Audit Enrollment (U/S grade)**

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

### **Incomplete grade (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.
- The decision to allow an incomplete is entirely at the discretion of the instructor.
- If an incomplete is approved, 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.
- 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 of an I is lapsed to a final F grade.
- A student may file petition for an extension of the incomplete deadline if unanticipated extenuating circumstances prevented compliance with the deadline. Such circumstances may include:
  - 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.
  - 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 in regard to degree conferral**

Students who complete their coursework in December, January (fall 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.

## **Course Repeats**

### **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.

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## 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; Attendance and the Weather (<http://www.uwgb.edu/provost/policies/storm.asp>)
- Absence for funerals or a death in the family; Bereavement Policy ([http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html))
- 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](mailto: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>)

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## Registration Changes (Cancellation, Add, Drop, Withdrawal)<sup>1,2</sup>

- <sup>1</sup> 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.
- <sup>2</sup> Tuition refunds and/or withdrawal fees vary by length of course and date of transaction. Please consult the Fee deadlines ([www.uwgb.edu/bursar/feelinformation/index.htm](http://www.uwgb.edu/bursar/feelinformation/index.htm)) for the appropriate semester on the Bursar website for more details. Be aware financial deadlines are different from academic deadlines.

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## 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<sup>1</sup>

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<sup>2</sup>*

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<sup>1</sup>

*Semester long courses at UW-Green Bay<sup>2</sup>*

- *Week 3 to week 9:* Students must submit a faculty-approved Late Add form. Students will be assessed a late add fee for each course.
- *Week 10 through the end of the term:* A Late Add Petition is submitted and must be approved by the Enrollment Review Committee. Petitions are only approved for extenuating circumstances. If approved, a late add fee is assessed for each course added, along with tuition and fees if applicable.

- <sup>1</sup> 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.
- <sup>2</sup> 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.

- <sup>3</sup> If you are in a class with a different semester start date or one of less than 14 weeks please contact GBOSS (Green Bay One Stop Shop) to verify the add deadlines for any of these courses at [gboss@uwgb.edu](mailto:gboss@uwgb.edu) or call 920) 465-2567.

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## Course Drops <sup>1</sup>

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 <sup>1</sup>

*Semester long courses at UW-Green Bay<sup>2</sup>*

- *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. A Late Drop 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 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.

*Courses less than 14 weeks in duration*

- 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.
- Day after half the course duration, a Late Drop 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 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.

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> If you are in a class with a different semester start date or one of less than 14 weeks please contact GBOSS (Green Bay One Stop Shop) to verify the drop and/or financial deadlines for any of these courses at [gboss@uwgb.edu](mailto:gboss@uwgb.edu) or call 920) 465-2567.

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## Withdrawal From Courses <sup>1</sup>

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

Course Withdrawal During First Two Weeks:

*Semester long courses at UW-Green Bay<sup>2</sup>*

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 <sup>1</sup>

*Semester long courses at UW-Green Bay<sup>2</sup>*

- *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<sup>2</sup>*

- 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

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> If you are in a class with a different semester start date or one of less than 14 weeks please contact GBOSS (Green Bay One Stop Shop) to verify the withdrawal and/or financial deadlines for any of these courses at [gboss@uwgb.edu](mailto:gboss@uwgb.edu) or call 920) 465-2567.

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## 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.

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## Courses and Related Policies

### 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 or major/minor
  - **Time conflict:** two courses delivered at the same time
  - **Consent:** student must gain instructor or department consent to enroll

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## 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.

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## **Official University Calendars**

- **Academic Calendar:** The academic calendar is the official calendar of activity for the school year (term dates, registration dates, breaks and holidays, etc.)
- **Administrative Calendar:** The administrative calendar relates to curricular change, timetable, and personnel evaluations.
- **Registration Calendars (Fall/January Interim/Spring/Summer):** The registration calendars relate to specific registration and academic action deadlines (add/drop/withdrawals, late registration, and fee implications of selected academic actions).
- **Final Exam Calendar:** Final exam schedule for final exams in 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.
- 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 semester graduation, December 1 for Spring semester graduation and 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. A separate request is needed in order to sign up for the commencement ceremony in December (for fall graduates) or May (for spring or summer graduates). Students use the *Edit Commencement Info* drop-down link in SIS to complete this step.

### **Degree**

The degree awarded and reflected on the diploma will be a Master of Science. The area of study is reflected on the academic transcript including Applied Leadership for Teaching and Learning, Environmental Science and Policy, Management, Nursing Leadership and Management in Health Systems, Social Work or Sustainable Management. Students who complete the cooperative programs (with UW-Milwaukee and UW-Oshkosh) will receive degrees from one of those institutions.

### **Credits Required**

A minimum of 30-50 credits, depending upon the chosen program, is required for completion of the UW-Green Bay Master of Science 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 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.

## Time Limit

Matriculated graduate students must complete all requirements for the Master of Science degree within five years. This time period begins with the first day of the first term of enrollment as a 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:

- Students must gain permission from instructor to enroll in the course.
- 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.

#### Undergraduates Who Want to Enroll in Graduate-Level Courses:

- Students must complete an application for admission as a Graduate Special (course taker) Student.
- Students must gain permission from instructor to enroll in the course.
- Course tuition and fees are assessed based on the level of the course taken.
- Graduate credits can satisfy undergraduate degree course requirements but cannot later be used toward a graduate degree course requirement.
- Course data is annotated on the transcript by level of course.

## 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.

## 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. An assigned study form must be approved by the faculty instructor of the course and is submitted to Student Services for completion of enrollment.

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 783X. 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/index.html>

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

## Progress Toward the Degree

Following is a guide to the steps required to earn a master's degree. A detailed description of the steps required for each of the individual graduate programs is included within that program's section of this catalog.

### Steps to Completing the Master's Degree

1. Applicant is admitted to a graduate program.
2. Student submits an *Official Declaration of Master's Degree* (Form GR-1) to the Office of Graduate Studies no later than the end of the semester in which the first six graduate credits are completed.
3. Depending on the individual program requirements, the student develops a thesis or project proposal. The proposal is reviewed and approved by the thesis/project committee or adviser. Once approved, a *Thesis/Project Proposal* (Form GR-2) is submitted to the Graduate Studies office. Students are then eligible to register for their thesis/project graduate course.
4. Student schedules a thesis defense or professional project presentation via submission of the *Request for Thesis Defense/Project Presentation* (Form GR-3) to the Graduate Studies office.
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.

### Transfer of Graduate Credits

A maximum of 15 credits of graduate coursework completed at other institutions can be applied toward a UW-Green Bay master's 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.

### Professional Project or Thesis

#### (Numbered XXX-796/XXX-799)

As part of their degree, all students complete either a thesis working with their major professor and committee, or a professional project supervised by an adviser. The thesis or project provides an opportunity for graduate students to focus and apply their course work and make a public contribution to knowledge. Successful completion of a thesis or professional project is intended to be a demonstration of a student's ability to define, investigate and solve problems. The procedures for developing a proposal and completing the thesis or professional project requirement vary by program. Students should consult the program-specific sections of this catalog or a program's website for additional information.

### Thesis 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. 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.

# Admission and Application

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- Admission Requirements (p. 21)
- Admission Process (p. 21)
- Application (p. 23)
- Graduate Assistantships (p. 24)
- Tuition and Fees (p. 24)

## Admission Requirements

Admission to a UW-Green Bay graduate degree program is a decision by the Associate Provost for Academic Affairs and Director of Graduate Studies and 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.
- 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 be prepared to 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 in order for an application to be considered. 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 or by applying online at [www.uwgb.edu/graduate/](http://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 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.

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 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](http://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.

## Application

The admission process is initiated by submitting the completed application form to the Office of Graduate Studies or by applying online at [www.uwgb.edu/graduate/](http://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 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.

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 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](http://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. The stipend for an assistantship in 2014-2015 is \$11,480.

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.

Applications for graduate assistantships should be filed as early as possible but no later than March 15 for the following September. Applications received after this date or at other times of the year will be considered for unfilled assistantships or assistantships funded from grant monies. Persons who wish information on availability of assistantships should inquire at the Office of Graduate Studies. Application forms can be requested from the Office of Graduate Studies and also are available online at <http://www.uwgb.edu/graduate/future-grad-students/apply.asp>. Completed forms should be mailed directly to the:

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/>.



## **Reciprocity**

Minnesota and Wisconsin have a reciprocity agreement. Minnesota students may pay in-state Minnesota tuition and fees to attend public universities in Wisconsin. Students must apply directly to the:

Minnesota Higher Education Coordinating Commission  
Capitol Square, Suite 901  
550 Cedar Street  
St. Paul, MN 55101

## **Non-Resident Tuition Waivers**

A limited number of non-resident tuition waivers are available on a competitive basis to recipients of graduate assistantships. Recipients of waivers are responsible for resident 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

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- Master of Science in Environmental Science and Policy (p. 29)
- Master of Science in Management (p. 39)
- Master of Science in Nursing Leadership and Management in Health Systems (p. 42)
- Master of Science in Sustainable Management (p. 44)
- Master of Social Work (p. 45)

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

<sup>1</sup> 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; three letters of recommendation; official transcripts (undergraduate and graduate); brief curriculum vitae; and an interview to ensure that there is an appropriate match between the goals of the program and each applicant's professional development needs.

## 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.

## 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:

### Core Courses

TCH LRNG 701	Reflective Inquiry	4
TCH LRNG 702	Approaches to Educational Inquiry	4
TCH LRNG 703	Contemporary Issues and Historical Contexts	4
TCH LRNG 704	Applied Educational Leadership	3

### Inquiry Project or Thesis

TCH LRNG 799	Thesis or Project	6
<b>Area of Emphasis</b>		
Select at least nine credits		9
<hr/>		
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.

## 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.

**Bircher, Karen**, Lecturer, Education. B.A., Case Western Reserve University; M.A., University of Colorado, Denver.

*Fields of interest:* reading/writing connection, reader response, whole language theory, composition.

**Coates, James R.**, Associate Professor, Education. B.S., University of Maryland Eastern; M.A., Ph.D., University of Maryland College Park.

*Fields of interest:* American sports history with a concentration in African-American sport history, the Progressive Era, African-American history.

**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.

**FencI, 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.

**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.

**Tabers-Kwak, Linda**, Associate Professor, Education. B.A., Barat College; M.A., University of South Florida; M.A., Northeastern Illinois University; Ph.D., Loyola University.

*Fields of interest:* leadership, writing portfolios/writing centers, school-community relations, interdisciplinary studies, and curriculum integration.

## Master of Science in Environmental Science and Policy

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 complex environmental problems. 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 three areas of emphasis: Ecosystems Studies, Environmental Technology and Analysis, and Environmental Policy and Administration.

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. 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, 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 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 as described below.

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.

## Steps Toward the Degree

- 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. If possible, he or she selects a major professor/thesis adviser.
- During the first or second semester after being admitted to the ES&P program the student selects a major professor/thesis adviser and starts to develop a thesis proposal.
- 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). 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.
- 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.

## 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](http://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.

One of the primary goals of the University of Wisconsin-Green Bay 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. Another objective of the University of Wisconsin-Green Bay 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. Students will be prepared to deal with a variety of environmental problems or to pursue further graduate work in similar or related areas.

## • Ecosystems Studies

- Students who select Ecosystems Studies may address problems of general features of ecosystems such as nutrient regeneration, productivity, or trophic relationships. They can also focus on specific questions such as 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 Cofrin Center for Biodiversity. The University's proximity to large areas of northern forests and the Door Peninsula provides convenient locations for the study of diverse ecosystems.

## • Environmental Technology and Analysis

- Students who select this area of 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
- Emphasis is on 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 Ecosystems Studies and Environmental Technology and Analysis areas of emphasis prepare 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 Environmental Policy and Administration 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.

## 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 a 6-credit thesis. 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.

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.

## 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) and a 6-credit thesis.

<b>General Core Courses (4 credits)</b>	<b>4</b>
ENV S&P 701	Perspectives in Environmental Science and Policy
ENV S&P 763	Global Environmental Change & Sustainability
<b>Choose one of the following repeatable courses - complete 2 credits</b>	<b>2</b>
ENV S&P 715 or ENV S&P 795	Seminar in Ecology and Evolution SPECIAL TOPICS
<b>Environmental Science</b>	<b>3</b>
ENV S&P 740 or ENV S&P 767	Ecology and Management of Ecosystems Environmental Technology and Analysis
<b>Public Policy</b>	<b>3</b>
ENV S&P 713 or ENV S&P 752	Environmental & Natural Resource Economics Environmental Policy and Administration
<b>Thesis - complete 6 credits</b>	<b>6</b>
ENV S&P 799	Thesis
<b>Area of Emphasis</b>	<b>16</b>
Select at least 16 credits unduplicated by the program core.	
<b>Total Credits</b>	<b>34</b>



## 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 thesis 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.

<b>Required Quantitative Course</b>		<b>4</b>
ENV S&P 755	Environmental Data Analysis	
<b>Choose one of the following required ecology courses:</b>		<b>3</b>
ENV SCI 605	Aquatic Ecology	
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	
<b>Additional Courses - complete 9 credits</b>		<b>9</b>
Choose any combination from the courses listed here or above.		
<b>Biology:</b>		
BIOLOGY 510	Plant Taxonomy	
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	
<b>Environmental Science:</b>		
ENV SCI 520	The Soil Environment	
ENV SCI 530	Hydrology	
ENV SCI 654	Remote Sensing and GIS	
<b>Environmental Policy and Planning:</b>		
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
<b>Math and Statistics:</b>	
ENV S&P 760	Social Research Methods
MATH 630	Design of Experiments
MATH 631	Multivariate Statistical Analysis
MATH 667	Applied Regression Analysis
<b>Seminar and Special Topics (1-2 credits):</b>	
ENV S&P 715	Seminar in Ecology and Evolution
ENV S&P 795	SPECIAL TOPICS
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Total Credits	16

## Environmental Technology and Analysis (16 credits minimum)

### Required Quantitative Course 4

ENV S&P 755	Environmental Data Analysis
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### Additional Courses - 12 credits 12

Choose any combination of the following courses listed below:

#### Chemistry:

CHEM 520	Thermodynamics and Kinetics
CHEM 522	Thermodynamics 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 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 634	Environmental Chemistry
ENV SCI 635	Environmental Chemistry Laboratory
ENV SCI 654	Remote Sensing and GIS
ENV SCI 660	Resource Management Strategy
ENV S&P 724	Hazardous and Toxic Materials
ENV S&P 733	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
<b>Math and Statistics:</b>	
ENV S&P 760	Social Research Methods

MATH 630	Design of Experiments
MATH 631	Multivariate Statistical Analysis
MATH 667	Applied Regression Analysis
<b>Seminar and Special Topics:</b>	
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.

#### 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 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 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 S&P 733	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 634	Environmental Chemistry
ENV SCI 635	Environmental Chemistry Laboratory
ENV SCI 660	Resource Management Strategy
<b>Environmental Planning and Geographic Information Systems:</b>	
PU EN AF 650	Advanced Geographic Information Systems
<b>Seminar and Special Topics:</b>	
ENV S&P 715	Seminar in Ecology and Evolution
ENV S&P 795	SPECIAL TOPICS

Total Credits

18

## Faculty

**Blaney, Dallas**, Assistant Professor, Public and Environmental Affairs (Political Science). B.A. (2001) History, University of Colorado-Boulder; M.A. (2004), Ph.D. (2010) Political Science, Colorado State University.

*Fields of interest:* global environmental governance, global water politics, international political economy.

**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.

**Estevez, Jorge**, Assistant Professor, Natural and Applied Sciences (Physics). B.S. (1999) Auburn University; M.S. (2002), Ph.D. (2009) University of Minnesota.

*Fields of interest:* computational chemical physics and molecular modeling; chemical reactions and molecular interactions relevant to the environment, industry, and human health; pollution prevention and remediation; renewable energy; alternative fuels; recycling; energy conservation; material science, biophysics.

**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.

**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

**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.

**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.

**Lyon, John M.**, Associate Professor, Natural and Applied Sciences (Chemistry). B.S. (1977) Lehigh; Ph.D. (1983) Rutgers.

*Fields of interest:* transition metal chemistry; catalytic hydrodechlorination reactions; reactions of transition metals in high oxidation states as oxygenation catalysts; photochemical energy conversion systems.

**Marker, James C.**, Associate Professor, Human Biology (Exercise Physiology). B.S. (1979) Weber State University; M.S. (1981) Utah State University; Ph.D. (1985) Brigham Young University; Post-Doctoral Fellow (1985-88) Washington State University of Medicine.

*Fields of interest:* exercise physiology/endocrinology; the role/response of hormones during exercise; metabolic responses to exercise and exercise training; adaptations to exercise training in the elderly; the role of the sympathoadrenal system and glucose counter-regulatory system during exercise; exercise/muscle physiology; exercise testing and prescription; kinesiology.

**Meinhardt, Daniel J.**, Associate Professor, Human Biology (Biology). B.S. (1992) Southern Illinois University; Ph.D. (2002) University of Kansas.

*Fields of interest:* evolution and development of invertebrates; the role of development in evolutionary explanation; history and philosophy of evolutionary biology.

**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.

**Parrillo, Adam J.**, Assistant Professor, Urban and Regional Studies (Geography). B.S. (2000), M.A. (2003), Ph.D. (2009) University of Cincinnati.

*Fields of interest:* applications of geographic information systems; urban economic and social development, popular media and society, neoliberalism in society, development in lesser developed regions.

**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.

**Raheem, Enayetur**, Assistant Professor, Natural and Applied Sciences (Statistics). BSc (1998), MSc (1999) Applied Statistics, University of Dhaka (Bangladesh); MSc (2005) Statistics, McMaster University (Canada); Ph.D. (2012) Statistics, University of Windsor (Canada).

*Fields of interest:* predictive modeling; Bayesian and MCMC methods; application of statistical methods in public health and epidemiology; spatial analysis of environmental and health data; high-dimensional data analysis; statistical genetics; meta analysis.

**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.

**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.

**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.

**Yingst, R. Aileen**, Director, Wisconsin Space Grant Consortium (Earth Science-Geology). A.B. (1991) Dartmouth College; M.S. (1995), Ph.D. (1998) Brown University.

*Fields of interest:* volcanology, geomorphology, planetary geology, spectroscopy, other remote sensing applications, and sedimentary clast morphology.

## 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.
- A GMAT or GRE score sent directly from the testing agency is required. Please contact the Office of Graduate Studies if you have questions about this requirement.
- 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.

## 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.

## 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.

### Management Core

BUS ADM 589	Organizational Behavior	3
BUS ADM 646	Advanced Corporation Finance	3
MANAGMNT 730	Leading the Self	3
MANAGMNT 735	Foundations of Strategic Information Management	3
MANAGMNT 745	Business and Marketing Strategy	3
MANAGMNT 750	Team Leadership	3
MANAGMNT 758	Innovation and Entrepreneurship	3
MANAGMNT 759	Managing Knowledge for Sustainability	3
<b>Elective Courses</b>		
MANAGMNT 736	Business Analysis for Information Systems	3



or MANAGMNT 737	Strategic Application of E-Commerce	
<b>Professional Project</b>		
MANAGMNT 796	Professional Project	3
Total Credits		30

## Faculty/Advisers

**Arendt, Lucy A.**, Associate 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.

**Knight, Michael B.**, Associate Professor, Business Administration (Management). B.S. (1999), M.S. (2001), Ph.D., MIS and Organizational Behavior (2005) Southern Illinois University at Carbondale.

*Interests:* Teaching interests include management, strategy, entrepreneurship, organizational consulting, MIS/IS, and systems analysis. Research interests include group and team dynamics, organizational change and performance, HRM, and social issues in information technology. National Operations Director and Contract Negotiator (1993-1997); Microsoft Certified (2000-2003); Licensed commercial pilot and flight instructor II; Member AITP; Chair of social issues track for HICSS, AMCIS, DSI, IRMA.

**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 healthcare 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, healthcare 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 area.

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 in decision 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 interprofessional 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.

## 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:

- 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 five 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:

- A professional photo of yourself (head shot) which UW-Green Bay will use for education and marketing purposes.
- A background check from the UW-Green Bay vendor.
- Proof of current 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.

## Steps Toward the Degree

- Applicant is admitted to a graduate program.
- Student, in collaboration and with approval of the practicum agency and mentor and the master's professional project Committee Chair (MSN faculty member), develops a project proposal and completes a GR-2 form, APPROVAL OF CANDIDACY FOR THE MS DEGREE (located on the Graduate Studies website) before the project begins
- Student undertakes a capstone project identified in collaboration with a health care facility and master's professional project Committee Chair (MSN faculty member).
- Student completes the master's professional project and completes a GR-3 form REQUEST FOR THESIS DEFENSE/PROJECT PRESENTATION (located on the Graduate Studies website)
- Student disseminates the capstone project in a suitable format (e.g., manuscript for publication, presentation).
- Initiated by the student's master's professional project Committee Chair, the student completes a GR-4 form APPROVAL OF THESIS DEFENSE or PROJECT PRESENTATION (located on the Graduate Studies website) when all courses and project requirements are completed.
- Student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS) when the capstone project is successfully completed and approved.
- Degree is awarded and graduate receives diploma.

## Degree Requirements

The 34-credit curriculum consists of 12 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 professional project is in lieu of a thesis.

Three practicum courses (9 credits) are required and in total amount to 504 practicum hours. Graduates will be able to sit for American Nurses Credentialing Center certification exam, "Nurse Executive, Advanced," once they have acquired sufficient experience.

<b>Practicum I - Required Prerequisite Courses</b>		<b>20</b>
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	
<b>Practicum I Course Requirement</b>		<b>3</b>
NURSING 770	Practicum I Evidence-based Clinical Care in Health Systems (Practicum I requirement)	
<b>Practicum II - Required Prerequisite Course (in addition to NURSING 770)</b>		<b>3</b>
NURSING 780	Financial Management in Health Systems	
<b>Practicum II Course Requirement</b>		<b>3</b>
NURSING 772	Practicum II Leadership and Management in Health Systems	
<b>Practicum III - Required Prerequisite Course (in addition to NURSING 770 and NURSING 772)</b>		<b>2</b>
NURSING 785	Environmental Sustainability in Health Systems	
<b>Practicum III Course Requirement</b>		<b>3</b>
NURSING 774	Practicum III Advanced Leadership and Management in Health Systems	

Total Credits

34

## Faculty/Advisers

**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 student, 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:* perceived stress and sense of belonging, community/public health, technology and 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, 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, 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.

## Admissions Requirements

Each student's prior academic background is evaluated by a program admissions committee from the participating campuses and approved by the Academic Director at the University of Wisconsin-Green Bay. Students need to have an undergraduate degree and a minimum GPA of 3.0 for consideration for admission to this program.

## Steps Toward the Degree

1. The candidate applies to the Master of Sustainable Management program by submitting an application, transcripts and statement of interest to the University of Wisconsin-Green Bay.
2. The candidate is admitted to the Master of Sustainable Management program by the campus Academic Director.
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.

## 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.

### Core Curriculum

SMGT 710	The Natural Environment	3
SMGT 720	Applied Research and the Triple Bottom Line	3
SMGT 730	Policy, Law and the Ethics of Sustainability	3
SMGT 740	Economics of Sustainability	3
SMGT 750	The Built Environment	3
SMGT 760	Geopolitical Systems: Decision Making for Sustainability on the Local, State and National Level	3
SMGT 770	Leading Sustainable Organizations	3
<b>Speciality Electives - choose two of the following courses:</b>		<b>6</b>
SMGT 780	Corporate Social Responsibility	
SMGT 782	Supply Chain Management	
SMGT 784	Sustainable Water Management	
SMGT 785	Waste Management and Resource Recovery	
<b>Capstone Experience</b>		
SMGT 790	Capstone Preparation Course	1
SMGT 792	Capstone Project	3
Total Credits		34

## Faculty/Advisers

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

*Fields of Interest:* 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.

**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.

## 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

UW-Green Bay and UW-Oshkosh have established a Collaborative MSW Program that prepares social workers for advanced practice as facilitators, partners and leaders in planned change activities with service users and community service providers. The program's goal is to educate professionals ready to assume direct practice and administrative leadership roles within this region's increasingly diverse and transforming rural and metropolitan environments.

The program aims to prepare practitioners who can work to strengthen families through services and policies supportive of family and community well-being; engage in interdisciplinary learning and coordinated inter-professional practice; provide leadership in the community and encourage and guide the inclusion and representation of Native Americans and members of diverse cultures in the region.

Program graduates provide leadership in the social work field:

- Through their expertise in the use of skills associated with "best practice" models, particularly those that are family-focused and that serve diverse clientele;
- By taking action to improve services, particularly in the public and tribal practice sectors and in rural social work practice;
- By regularly utilizing research to critically analyze, improve and develop services within their areas of expertise;
- By developing and refining services through collaborative efforts with diverse clientele;
- By developing ongoing and innovative strategies for support of professional peers.

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. To meet the needs of working students, most courses in the program are offered evenings or Saturdays. Students also integrate and apply their classroom learning in a sixteen-hour per week field experience.

## Admission Requirements

To be admitted to the Collaborative MSW Program, applicants must meet the following requirements:

1. Have a cumulative undergraduate GPA of 2.75, with 3.0 in the last two years of study;
2. Have an academic background in the liberal arts and have completed a minimum of 18 credits in the social sciences from among courses in at least three of the following disciplines: psychology, sociology, anthropology, economics, and political science (BSW students meet this criterion);
3. Through a written statement, three references (including one academic reference), and a relevant professional work/volunteer background, provide evidence of interest in and ability to work with social work clientele and in social work settings; documentation of breadth and depth of professional and/or volunteer experience (usually includes post-baccalaureate experience) that has prepared the applicant for advanced level practice;
4. Have completed course work in: biological life sciences, statistics, research methods, and life span development or submit plans for completing this work prior to taking the Advanced Curriculum in the program; students who need to complete more than two support courses will not be admitted;
5. For advanced standing, have graduated from an accredited baccalaureate social work program within the last eight years.

Detailed admissions information will be posted on the Collaborative MSW Program website in the fall of 2014.

## 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 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 enrollment in the program.
4. As part of advanced standing coursework, the student registers for SOC WORK 731 (fall) and develops a professional project proposal. Proposal is reviewed and approved by the course instructor.
5. After successful completion of SOC WORK 731, the student registers for SOC WORK 734 (spring) and completes IRB materials and the *Approval of Thesis or Project Proposal* (GR-2 Form) is submitted to the Office of Graduate Studies by the course instructor.
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. Student registers for SOC WORK 732 (summer) and continue work on their project. Upon successful completion, the course instructor submits a grade. The instructor also files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies.
8. Degree is awarded and graduate receives diploma.

## Areas of Emphasis

In addition to requiring a common foundation of courses, the Collaborative MSW Program offers students a choice of two concentrations.

The Advanced Direct Practice concentration prepares students for leadership in the field through their work with and on behalf of individuals, groups and families. Work with vulnerable families who face multiple life challenges is emphasized.

Students may also concentrate their studies in social work Administration and Management. This concentration admits students who are interested in providing leadership in their management roles, particularly in public and tribal settings.

## Degree Requirements

For program applicants who do not have a BSW degree completed within the last eight years, 60 credits are required for graduation. This includes a 28-credit two-semester foundation curriculum (fall and spring), and a 32-credit three-semester advanced curriculum (fall, spring, and summer). Applicants who have completed a BSW degree within the last eight years receive advanced standing and recognition for having completed all foundation requirements.

Students in the program are required to maintain a grade of B or better in all required social work courses.

## 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.

### Foundation Curriculum Requirements

#### Foundation Courses <sup>1</sup>



SOC WORK 701	Ethical Issues in Contemporary Social Work
SOC WORK 702	Generalist Practice I
SOC WORK 703	Skills Lab with Individuals, Families and Small Groups
SOC WORK 704	Generalist Social Work Practice II
SOC WORK 705	Skills Lab with Large Groups and Communities
SOC WORK 706	Social Welfare Institutions
SOC WORK 707	Human Behavior in the Social Environment
SOC WORK 708	Social Welfare Policy: Contemporary Approaches
SOC WORK 709	Field I: Foundations Social Work Field Practicum
SOC WORK 710	Field II: Foundation Social Work Field Practicum

**Advanced Curriculum Requirements <sup>2</sup>****Advanced Requirements For All Students** 20

SOC WORK 720	Practice Competence In a Diverse Community
SOC WORK 728	Advanced Social Welfare Policy Analysis
SOC WORK 729	Field III: Advanced Social Work Field Practicum & Integrative Seminar
SOC WORK 731	Advanced Research Applications in Social Work Practice
SOC WORK 732	Field Research Project
SOC WORK 733	Field IV: Advanced Social Work Practicum/Integrative Seminar
SOC WORK 734	Field Research Consultation

**Select one concentration from below:** 12**Advanced Requirements for Direct Practice Concentration**

SOC WORK 721	Multi-Level Family Intervention
Advanced HBSE Selection (Choose one of the following courses):	
EDUC 552	Social and Family Influences on Early Development and Learning
HUM DEV 544	Dying, Death, and Loss
PSYCH 530 (UWOSH)	Adult Development and Aging
PSYCH 690 (UWOSH)	Special Topics (see MSW Coordinator)
SOC WORK 727	Psychopathology & Strength-Based Assessment
SOC WORK 795	Special Topics (see MSW Coordinator)
WOM STUDIES 550 (UWOSH)	Women, Race and Class
Electives (Choose 6 credits from the list of Advanced Requirements: Electives)	

**Advanced Requirements for Administration/Management Concentration**

SOC WORK 722	Social Work Management & Supervision in the Social Services
Budgeting Course (Choose one of the following courses):	
MPA 752 (UWOSH)	Public Budgeting & Finance
or	
PU EN AF 615	Public and Nonprofit Budgeting
Advanced HBSE Selection (Choose one of the following courses):	
BUS ADM 589	Organizational Behavior
or	
MPA 723 (UWOSH)	Organization Theory and Practice
Elective (Choose 3 credits from the list of Advanced Requirements: Electives)	

**Advanced Requirements: Electives**

In addition to Advanced HBSE options, students choose electives from the following approved list:

SOC WORK 701	Ethical Issues in Contemporary Social Work (For BSW Students Only)
SOC WORK 722	Social Work Management & Supervision in the Social Services
SOC WORK 735	Emerging Issues in Child Welfare
SOC WORK 737	Social Work and Crisis Intervention with Vulnerable Populations
SOC WORK 747	Mental Health Theories
SOC WORK 757	Treatment and Mistreatment of Offenders (or SOC WORK 575 (UWOSH) Treatment and Mistreatment of Offenders)
SOC WORK 777	Legal Aspects of Social Work Practice



SOC WORK 795	Special Topics
SOC WORK 798	Independent Study
MANAGMNT 750	Team Leadership (UWGB)
MPA 711 (UWOSH)	Introduction to Public Administration
MPA 729 (UWOSH)	Health Care Organization and Management
MPA 752 (UWOSH)	Public Budgeting and Finance
MPA 760 (UWOSH)	Administrative Law
MPA 797-071 (UWOSH)	Nonprofit Management
MPA 797-071 (UWOSH)	Labor Management Relations in the Public Sector
PU EN AF 615	Public and Nonprofit Budgeting (UWGB)
SOC WORK 571 (UWOSH)	Child and Family Welfare

### Advanced Requirement: Professional Project <sup>3</sup>

Total Credits 60

- <sup>1</sup> A 28-credit set of foundation courses is required for all non-BSW students and for BSW students who received their degree more than eight years before entering the program. Eight credits of the foundation curriculum involve a field practicum in which students practice as social workers in a supervised field setting, carrying out a variety of generalist practice responsibilities.
- <sup>2</sup> All students are required to take 12 credits of required advanced course work. In addition, Advanced Direct Practice students are required to take 6 credits of required course work and 6 credits of additional electives. Administration/Management students are required to take 9 credits of required course work and 3 credits of additional electives. Eight credits of the advanced curriculum are associated with a field practicum in which students practice as social workers in a supervised field setting, with either advanced direct practice or with administrative responsibilities.
- <sup>3</sup> Students develop their project proposal in SOC WORK 731, and finalize their project proposals in SOC WORK 734. Students in the program meet professional project requirements by completing a research project during their final semester in the program in SOC WORK 732.

## Faculty

**Akakpo, Tohoro Francis**, UW-Green Bay, Assistant Professor. BA (1986) University of Benin, Togo, West Africa; MPA (1994) University of Michigan-Flint; MSW (2002) University of Michigan, Ann Arbor; Ph.D. (2008) Social Work, Michigan State University, East Lansing.

*Fields of interest:* include at-risk families and juvenile delinquents; juveniles transitioning from residential facilities into community; child abuse and neglect; international social work, child labor and human trafficking; and the role of non-governmental organizations in Sub-Saharan Africa.

**Altepeter, Donna**, UW-Oshkosh, Lecturer. BA Theology (1981); MSW (1983) St. Louis University; CICSW and ACSW.

*Fields of interest:* social work in health care and severe mental illness.

**Aspenson, Karen J.**, UW-Oshkosh. BS Psychology and Sociology, Troy State University, Dothan, Alabama; MSW (2007) UW-Green Bay and UW-Oshkosh Collaborative MSW Program.

*Fields of interest:* mental health, direct practice methods, and trauma.

**Bruno, David**, UW-Oshkosh. Dr. David Bruno received a Doctor of Philosophy in Counseling from Wayne State University. He also holds a Master of Social Work and a Master of Art in Marriage and Family Therapy from Wayne State University.

*Fields of interest:* children and family therapy, marital counseling, reactive depression, youth mentoring and application of the strengths perspective.

**Fletcher, Adrienne**, UW-Green Bay, Program Lecturer and Field Coordinator. BA Psychology, Cleveland State, Cleveland, OH; Master's degree, Social Science Administration (2005) Case Western Reserve, Cleveland, OH. Current Doctoral Candidate, Loyola University, Chicago; anticipated Ph.D., Social Work, spring 2015. Professional practice: 25+ years in child protective services, foster care, child analysis, adult, child and family therapy, Indian Child Welfare, and work with homeless Veterans.

*Fields of interest:* social worker attitudes and beliefs and influences on decision-making and disproportionality of minority children in the child welfare system.

**Giesler, Fredi**, UW-Oshkosh, Associate Professor. BA Social Welfare (1981) Pacific Lutheran University; MSW (1991); Ph.D. Social Welfare (2002) University of Washington, Seattle.

*Fields of interest:* prevention science, child welfare, community-based program evaluation and policy research.

**Grossl, Joan**, UW-Green Bay, Assistant Professor and BSW Field Coordinator. BSW (1984) UW-Green Bay; MSW (1989) UW-Milwaukee; PhD (2013) Marian University; LCSW.

*Fields of interest:* mental health (particularly seriously and persistently mentally ill); forensic and homeless populations and administration.

**Higgins, Doreen**, UW-Green Bay, Associate Professor and Collaborative MSW Program Coordinator. BSW (1990) UW-Green Bay; MSSW (1991) UW-Madison; Ph.D. Social Work (2008) University of Kansas.

*Fields of interest:* health care policy; minority health and health disparities; the racial wealth gap; community reentry of aging ex-offenders; social work education and aging curricula.

**Himmelheber, Sarah A.**, UW-Green Bay, Assistant Professor. BS Political Science and Sociology (2000), New College of Florida; MSW (2004) University of Georgia; Ph.D. (2012) University of Georgia.

*Fields of interest:* community food security, mental health, and community-based, participatory research.

**Jick, Karen**, UW-Green Bay, Lecturer. BS Social Work (1972); MSSW (1974) UW-Madison. LCSW; ACSW.

*Fields of interest:* child welfare; behavior health issues for children; marriage and family therapy; field education for social work students; social work ethics; international studies.

**Mattila, Matthew**, UW-Green Bay, Child Welfare Coordinator. BSW (1977) Pacific Lutheran University; MSW (1985) Portland State University.

*Fields of interest:* direct practice with children and families, family and divorce mediation, child welfare, forensic social work, and adult education.

**Sallmann, Jolanda M.**, UW-Green Bay, Associate Professor. BSW (1992), MSW (1996) University of Wisconsin-Milwaukee; Ph.D. (2005) UW-Madison.

*Fields of interest:* violence against women across the life course, including its broader effects on mental health, substance use, criminal justice involvement, poverty and homelessness.

**Trimberger, Gail E.**, UW-Green Bay, Assistant Professor and Program Chair. BSW (1981) UW-Eau Claire; MSSW (1982) UW-Madison; Ph.D. (2013) Marian University; LCSW.

*Fields of interest:* end-of-life, aging, grief, hospice and palliative care, bioethics.

**Williams, Amy F.**, UW-Oshkosh, Academic Staff, Undergraduate and MSW Field Coordinator. BA Psychology (1992) Concordia University; MSW (1999) University of Minnesota.

*Fields of interest:* school social work practice, grant procurement, and program evaluation.

# Cooperative Programs

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- Education Cooperative Programs (p. 50)

## Education Cooperative Programs

### Cooperative Programs with the University of Wisconsin-Milwaukee and the University of Wisconsin-Oshkosh

Through a series of cooperative arrangements between the University of Wisconsin-Green Bay and its sister campuses, UW-Milwaukee and UW-Oshkosh, two graduate programs are offered at the UW-Green Bay campus. These are:

- Master of Science in Administrative Leadership (UW-Milwaukee)
- Master of Science in Education – Reading (UW-Oshkosh)

These programs offer a coordinated set of UW-Green Bay and UW-Milwaukee or UW-Oshkosh courses to enable students to complete requirements for these degrees on the UW-Green Bay campus. Students must be admitted to the graduate school and appropriate department of the degree-granting campus (UW-Milwaukee or UW-Oshkosh) and are subject to the rules and regulations of that campus. Students who satisfactorily complete degree requirements will receive the appropriate degree from the sponsoring campus and be recommended for any appropriate licensure associated with the degree by that campus.

#### Master of Science in Administrative Leadership (UW-Milwaukee)

This program allows graduate students the opportunity to pursue a master's degree in educational administration and/or licensing credentials through a non-degree post-master's program in an accelerated cohort model. This cohort model program offers all licenses including the Superintendentcy. Most candidates finish their programs within two years.

For more information and to apply, please go to: <http://www.graduateschool.uwm.edu/students/prospective/areas-of-study/administrative-leadership/>

#### Master of Science in Education – Reading (UW-Oshkosh)

This program allows students to complete requirements for the MSE-Reading degree and to fulfill licensure needs. The admission, advisement, licensure, and degrees are based in and handled by the University of Wisconsin-Oshkosh.

For more information and to apply, please contact: Reading Education Department Chair at the University of Wisconsin-Oshkosh [reading@uwosh.edu](mailto:reading@uwosh.edu)

# Certificate Programs

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- Certificate in Emergency Management, Planning and Administration (p. 51)

## 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:

- Principles and Practices of Emergency Management
- Strategic Emergency Preparedness, Planning and Implementation
- Principles and Practices of Disaster Response Operations and Management
- Disaster Recovery
- Political and Policy Dimensions of Emergency Management

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/](http://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/](http://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**

#### **Principles and Practices of Emergency Management**

The overall objective of the course is to examine the theories, principles, and practices of emergency management. The philosophy of comprehensive emergency management will be discussed with the four attendant steps — mitigation, preparedness, response and recovery. In addition, the ramifications of state and federal laws affecting emergency operations will be studied.

#### **Strategic Emergency Preparedness, Planning and Implementation**

Strategic planning and budgeting is a crucial component of emergency planning and mitigation. The course examines how to acquire and allocate resources and gain long-term support.

#### **Principles and Practices of Disaster Response Operations and Management**

Focal points of this course are the principles that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the players in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, politics, communication, coordination and record keeping.

#### **Disaster Recovery**

This course examines disaster recovery in isolation from and in relation to the preparedness, response and mitigation phases of comprehensive emergency management. It explores the short- and long-term effects of disasters, as well as the process of putting families, businesses and communities back together. The class will also identify the importance of reconstruction, relocation, and regulations in reducing future disaster vulnerability.

#### **Political and Policy Dimensions of Emergency Management**

This course considers the political and policy environment in which emergency management is practiced. This course is based squarely within the realm of government.

# Course Descriptions

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## 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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **TCH LRNG 798. Independent Study. 1-3 Credits.**

P: gr st.

#### **TCH LRNG 799. Thesis or Project. 1-6 Credits.**

P: gr st and thesis proposal on file.

## Biology (BIOLOGY)

### Courses

#### **BIOLOGY 510. Plant Taxonomy. 3 Credits.**

Identification and classification of vascular plants of North America, emphasizing flora of Wisconsin and including topics in evolution of vascular plants.

P: Biology 202 with at least a C grade and Biology 203 with at least a C grade, or transfer cse Biology 003.

#### **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.

#### **BIOLOGY 512. Mycology. 3 Credits.**

Morphology, taxonomy and studies of fungi in medical mycology, allergies, antibiotic production, brewing, baking and other industries; poisonous edible and plant pathogenic fungi; techniques in collection, isolation, pure culture and identification.

P: gr student.

#### **BIOLOGY 520. Field Botany. 3 Credits.**

Identification and natural history of plants indigenous to northeastern Wisconsin. .

P: Biology 202 with at least a C grade and Biology 203 with at least a C grade, or transfer cse Biology 003.

#### **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: Biology 202 with at least a C grade and Biology 203 with at least a C grade, or transfer cse Biology 002.

**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.

**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.

**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.

**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.

**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; oncogenes, growth factors; genetic control of development and the immune system.

P: gr st.

**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.

**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.

**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.

## 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.

**CHEM 522. Thermodynamics 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.

**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.



**CHEM 531. Biochemistry Laboratory. 1 Credit.**

Laboratory course to accompany Chem 530.

P: gr st.

**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.

**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.

**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; oncogenes, growth factors; genetic control of development and the immune system.

P: gr st.

**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.

**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.

**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.

**CHEM 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: gr st.

**CHEM 635. Environmental Chemistry Laboratory. 1 Credit.**

Basic measurement techniques used by environmental scientists to evaluate air and water quality; field methods, continuous monitoring techniques, and in-laboratory analysis techniques. Experiments demonstrate reaction kinetics, stoichiometry, thermodynamics instrumentation, and wet chemical methods.

P: gr st.

## 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.

## 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.

**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.

**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.

### **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.

**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.

**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: gr st.

**ED & HUD 797. Internship. 1-6 Credits.**

P: May be repeatable for credit. gr st. (F,S)

P: gr st.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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, developing study guides; dealing effectively with reading problems in the content areas. P: gr st. (F,S)

P: gr st.

**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.

**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.

## 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: gr st.

**ENV S&P 708. Public Policy Analysis. 3 Credits.**

A survey of public policy analysis methods and their role in the policymaking process, primarily in American government. Topics include: approaches to the study of public policy, policy formulation and adoption, methods for assessment of policy alternatives, ethics and policy analysis, policy implementation and evaluation, and the utilization of policy analysis in decision making.  
P: gr st.

**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.

**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.

**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: gr st.

**ENV S&P 733. 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: gr st.

**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.

**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.

**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.

**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.

**ENV S&P 755. Environmental Data Analysis. 4 Credits.**

This course emphasizes the principles of data analysis using the SAS (Statistical Analysis System) software package. It employs primarily environmental examples to illustrate procedures for elementary statistical analysis, regression analysis, analysis of variance and nonparametric analysis.  
P: intro stats cse and grad st.

**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: gr st.

**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.

**ENV S&P 765. Environmental Modeling and Analysis. 4 Credits.**

How and where mathematical models are used in real life environmental applications. Focus on discrete, continuous, and stochastic models. Students will create models and use them to analyze and interpret systems.

P: gr st and intro to stats, alg and trig.

**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.

**ENV S&P 771. BEHAVIORAL TOXICOLOGY. 3 Credits.**

P: gr st.

**ENV S&P 775. ECOLOGY OF FOOD PRODUCTION. 3 Credits.**

P: gr st.

**ENV S&P 776. BIOCLIMATOLOGY. 3 Credits.**

P: gr st.

**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.

**ENV S&P 798. Independent Study. 1-3 Credits.**

P: gr st.

**ENV S&P 799. Thesis. 1-6 Credits.**

P: gr st and thesis proposal on file.

## **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.

**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.

**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.

**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.

**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.

**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.

**ENV SCI 557. 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.

**ENV SCI 563. Plants and Forest Pathology. 3 Credits.**

Important diseases of forest, shade and orchard trees and diseases of representative economic plants; fungus deterioration in wood storage, its economic importance and methods of control.

P: gr st.

**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.

**ENV SCI 603. Limnology. 4 Credits.**

Limnology is a broad sub-discipline of ecology that is the study of the structural and functional interrelationships of organisms of inland waters as they are affected by their dynamic physical, chemical and biotic environments. In this course, we will examine the dominant organizing principles and the current conceptual advances in the field of limnology focusing on lakes.

P: gr st.

**ENV SCI 605. Aquatic Ecology. 4 Credits.**

An introduction to a diversity of freshwater systems, including streams, wetlands, reservoirs and lakes. The lab involves sampling of lakes and streams in eastern Wisconsin for biological and chemical analysis.

P: gr st.

**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.

**ENV SCI 621. Soils and Geology of Wisconsin Field Trip. 1-3 Credits.**

Intensive three-day field study tour of the properties, origins and uses of major soils and landscapes of Wisconsin, with follow-up discussions. Cost of tour bus, guidebook, meals and lodging borne by student.

P: gr st.

**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.

**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: gr st.

**ENV SCI 635. Environmental Chemistry Laboratory. 1 Credit.**

Basic measurement techniques used by environmental scientists to evaluate air and water quality; field methods, continuous monitoring techniques, and in-laboratory analysis techniques. Experiments demonstrate reaction kinetics, stoichiometry, thermodynamics instrumentation, and wet chemical methods.

P: gr st.

**ENV SCI 654. Remote Sensing and GIS. 4 Credits.**

Large area, small scale analysis of earth surface features by satellite imagery and data. Manual and computer-assisted manipulation of multispectral images with respect to vegetation, geology, soils, water resources and land use.

P: gr st.



**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.

**ENV SCI 668. Ecological Applications. 4 Credits.**

Application of ecological knowledge to the management of natural and human dominated environments, including consideration of agroecosystems, forest, wetland and riparian ecosystems. Attention given to ecology and management of harvestable species, endangered species, non-indigenous species and indigenous pest species. Introduction to the fields of ecotoxicology, ecological risk assessment and ecological economics as they relate to ecosystem management.

P: gr st.

**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: gr st.

**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.

## Graduate (GRADUATE)

### Courses

**GRADUATE 693. Thesis or Final Project Completion. 0 Credits.**

Thesis or Final Project Completion for graduate programs.

## 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.

## 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.

# 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 Grammar 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.

### **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.

### **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.

# 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.

### **MANAGMNT 735. Foundations of Strategic Information Management. 3 Credits.**

This course is designed to bring students of each of the business disciplines including marketing, accounting, finance, management, economics, operations management and information systems knowledge about the following fundamentals of information technology: Design, implementation, control, evaluation, and strategy.

P: gr st.

### **MANAGMNT 736. Business Analysis for Information Systems. 3 Credits.**

This course is designed to bring students emphasizing the Masters of Management the needed skills of analysis of current business information systems and the suggestive updates or adjustments in order to find strategic advantage in design. Building on the foundational course, students develop advanced skills in the system evaluation.

P: gr st.

### **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.

### **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.

**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.

**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.

**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 776. Organizational Communication and Conflict. 3 Credits.**

Principals and processes used by individuals, groups, and organizations to deal with contention and diversity in dynamic work environments. Theoretical foundations and applied communication techniques for implementing and sustaining organizational change, manage and resolve conflict, improve work and business processes. Case studies and models are studied and developed as part of the class.

P: Managmnt 753 and gr st.

**MANAGMNT 781. Managerial Statistics. 3 Credits.**

This courses focuses on statistical process control. It draws on probability theory and statistical principles to build statistical principles to build a statistical approach to quality management.

**MANAGMNT 796. Professional Project. 3 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.

**MANAGMNT 797. Internship. 1-6 Credits.**

P: gr st.

**MANAGMNT 798. Independent Study. 1-3 Credits.**

P: gr st.

## 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.

**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.

**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.

**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 and linearizable models.

P: gr st.

**MATH 698. Independent Study. 1-3 Credits.**

P: gr st.

## Nursing (NURSING)

### Courses

**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.

**NURSING 737. Leadership in Health Systems. 3 Credits.**

This course will focus on the development of leadership for nurses in complex organizations. Students will explore the concepts 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.

**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.

**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.

**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.

**NURSING 770. Practicum I Evidence-based Clinical Care in Health Systems. 3 Credits.**

Using an inter-professional perspective, specific evidence-based patient quality and safety practice related policy decisions will be explored. Trends, statistics and quality benchmarks will be used to understand decisions in clinical care. The course will provide a structured opportunity for using evidence-based health promotion and disease management principles in family/lifespan nursing care.

P: Must be admitted to MSN program.

**NURSING 772. Practicum II Leadership and Management in Health Systems. 3 Credits.**

This course will provide a structured experience for exploration of nursing leadership and management roles in health care systems and development of an evidence-based capstone project. Emphasis will be placed on information systems, financial reimbursement models, disaster/crisis management plans and organizational culture.

P: Must be admitted to MSN program.

**NURSING 774. Practicum III Advanced Leadership and Management in Health Systems. 3 Credits.**

In this course a student will assume a nursing leadership role by implementing a capstone project at the practicum site. Reflective strategies will be used to enhance learning and process the practicum experience. The student will disseminate the project findings to an inter-professional team.

P: Nursing 770 & 772.

**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.

**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.

## 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.

**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.

**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.

## 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.

### **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.

### **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.

### **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.

### **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.

### **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.

## 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.

#### **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.

#### **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.

#### **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.

#### **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.

**PU EN AF 535. Principles and Practices of Emergency Management. 3 Credits.**

The philosophy of comprehensive Emergency Management will be discussed with the four attendant steps, which include mitigation, preparedness, response and recover. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

REC: Pu En Af 315.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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 701. Ethical Issues in Contemporary Social Work. 3 Credits.**

This foundation course is designed to introduce MSW students to wide-ranging ethical issues that practitioners in various settings.  
P: Admission to the MSW Program.

### **SOC WORK 702. Generalist Practice I. 3 Credits.**

This course promotes masters' level development of skills necessary to practice social work with diverse individuals and family groups.  
P: Admission to MSW Program.

### **SOC WORK 703. Skills Lab with Individuals, Families and Small Groups. 1 Credit.**

This skills lab introduces students to a range of skills required for effective practice with individuals, families and small groups.  
P: Admission to the MSW Program.

### **SOC WORK 704. Generalist Social Work 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.

### **SOC WORK 705. Skills Lab with Large Groups and Communities. 1 Credit.**

This skills lab introduces students to a range of skills required for effective practice with various professional and community groups, with organizations, and with communities.  
P: Admission to the MSW Program.

### **SOC WORK 706. Social Welfare Institutions. 3 Credits.**

This course examines the origins of and changes in American social welfare arrangements 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.  
P: Admission to the MSW Program.

### **SOC WORK 707. Human Behavior in 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.

### **SOC WORK 708. Social Welfare Policy: Contemporary Approaches. 3 Credits.**

In this course, students evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S. Students are introduced to the processes of policy development and policy change.  
P: Admission to the MSW Program.

### **SOC WORK 709. Field I: Foundations Social Work Field Practicum. 4 Credits.**

Supervised social work practicum experience in a human services agency setting.  
P: Admission to the MSW Program.

### **SOC WORK 710. Field II: Foundation Social Work Field Practicum. 4 Credits.**

Supervised social work practicum experience in a human service agency setting.  
P: Admission to the MSW Program.

### **SOC WORK 720. Practice Competence In a Diverse Community. 3 Credits.**

Social work advanced practice course on working with diverse groups and communities.  
P: completion of foundation req or advanced st.

### **SOC WORK 721. Multi-Level Family Intervention. 3 Credits.**

Advanced social work practice techniques for direct practice students working with families of many types and in varied settings.  
P: completion of foundation curriculum or advanced standing.

### **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: completion of foundation curriculum or advanced standing.

### **SOC WORK 727. Psychopathology & Strength-Based Assessment. 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: completion of foundation curriculum or advanced standing.

**SOC WORK 728. Advanced Social Welfare Policy Analysis. 3 Credits.**

This course uses an analytical framework for analyzing social welfare policy to examine particular practice concerns. Particular attention is paid to rural/urban differences and to diversity issues.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 729. Field III: Advanced Social Work Field Practicum & Integrative Seminar. 4 Credits.**

Supervised social work practicum experience in a human service agency setting.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 731. Advanced Research Applications in Social Work 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.

**SOC WORK 732. Field Research Project. 1 Credit.**

Students learn how to conduct evaluation research by carrying out a project in their field unit, Field IV.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 733. Field IV: Advanced Social Work Practicum/Integrative Seminar. 4 Credits.**

Supervised social work practicum experience in a human service agency setting.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 734. Field Research Consultation. 2 Credits.**

Students work independently with the instructor to complete the required tasks associated with the Field Research Proj. The instructor provides technical assistance, advice, and problem-solving regarding IRB proposals, participant recruitment, data collection and management, data analysis and report development.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 735. Emerging Issues in Child Welfare. 3 Credits.**

Advanced standing elective course considering major new issues in child welfare practice, administration, funding and research.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 737. Social Work and Crisis Intervention with Vulnerable Populations. 3 Credits.**

This course contributes to development of practice competency with vulnerable and oppressed groups and is for advanced level MSW students. The course teaches crisis intervention and emergency treatment approaches and then applies them to vulnerable populations of males and females in the United States.

**SOC WORK 747. Mental Health Theories. 3 Credits.**

This course examines the current mental health theories influencing social work direct practice.

P: MSW student.

**SOC WORK 757. Treatment and Mistreatment of Offenders. 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: MSW student.

**SOC WORK 777. Legal Aspects of Social Work 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.

**SOC WORK 795. Special Topics. 3 Credits.**

This course provides students an opportunity to strengthen practice while working with clients or agencies are mental health concerns, addictions, or violence issues.

P: completion of foundation curriculum or advanced standing.

**SOC WORK 798. Independent Study. 1-3 Credits.**

P: gr st.

## 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.

**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.

## 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 National Environmental 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

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+ Denotes Emeriti

\* Denotes Graduate Faculty

**Abbott, Clifford F;** Professor; Info & Computing Science

**Adsit, Theresa E;** Senior Lecturer; Natural & Applied Sciences

**Agarwal, Pooja;** Assoc Lecturer; Business Administration

**Akakpo, Tohoro F;** Assistant Professor; Social Work \*

**Albers, Patricia A;** Lecturer; Business Administration

**Aldrete, Gregory S;** Professor; Humanistic Studies

**Alesch, Daniel J;** Assoc Lecturer; Outrch & Adult Access-Cr Outr +

**Alexander, Ross C;** Assoc Lecturer; Outrch & Adult Access-Cr Outr

**Animashaun, Abayomi M;** Assoc Lecturer; Humanistic Studies

**Arendt, Lucy;** Associate Professor; Business Administration \*

**Ashmann, Scott A;** Associate Professor; Education \*

**Austin, Andrew W;** Associate Professor; Democracy And Justice Studies

**Baker, Kimberly M;** Assistant Professor; Human Biology

**Bansal, Gaurav;** Assistant Professor; Business Administration \*

**Bartell, Denise;** Associate Professor; Human Development

**Battaglia, Carl A;** Senior Lecturer; Writing Center

**Baulieu, Forrest B;** Associate Professor; Info & Computing Science

**Beaumier, Erica J;** Assoc Lecturer; Natural & Applied Sciences

**Benzow, Jeffrey A;** Associate Professor; Art And Design

**Beyer, Catherine N;** Assoc Lecturer; Humanistic Studies

**Bina, Mary D;** Senior Lecturer; Info & Computing Science

**Bina, Michael R;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Bircher, Karen L;** Senior Lecturer; Education \*

**Birr, Jane A;** Assoc Lecturer; Physical Education

**Blaney, Dallas S;** Assistant Professor; Public & Environ Affairs \*

**Bogenschuetz, Amy M;** Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Boswell, Caroline S;** Assistant Professor; Humanistic Studies

**Breznay, Peter T;** Associate Professor; Info & Computing Science

**Brooks, Forrest W;** Lecturer; Outrch & Adult Access-Adultdeg

**Burden, Deborah A;** Senior Lecturer; Writing Center

**Caglar, Atife;** Associate Professor; Natural & Applied Sciences \*

**Caldie, Thomas J;** Assoc Lecturer; Business Administration

**Canilho, Amelia M;** Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Carlson-Gardner, Denise A;** Lecturer; Theatre And Dance

**Carr, Bryan James;** Assistant Professor; Info & Computing Science

**Chen, Franklin M;** Associate Professor; Natural & Applied Sciences \*

**Christens, Gary A;** Assoc Lecturer; Business Administration

**Clampitt, Phillip G;** Professor; Info & Computing Science

**Clermont, Ann Catherine;** Assoc Lecturer; Education

**Coates Jr, James R;** Associate Professor; Education \*

**Collins, Kevin J;** Associate Professor; Music

**Collins, Nancy G;** Assoc Lecturer; Music

**Corn Jr, Ronald J;** Assoc Lecturer; Outrch & Adult Access-Cr Outr

**Cortes De Fulton, Maria Aurora;** Assistant Professor; Education

**Coury, David N;** Professor; Humanistic Studies

**Craver, Susan S;** Assoc Lecturer; Business Administration

**Cruz, Marcelo P;** Associate Professor; Urban & Regional Studies

**Cruz-Uribe, Benjamin W;** Assoc Lecturer; Natural & Applied Sciences

**Cupit, Illene N;** Professor; Human Development

**Currier, Ryan M;** Assistant Professor; Natural & Applied Sciences \*

**Cutlan, Stephanie L;** Assoc Lecturer; Human Development

**Dalke, Karen K;** Lecturer; Democracy And Justice Studies

**Damkoehler, Toni L;** Associate Professor; Art And Design

**Danen, Jaime L;** Assoc Lecturer; Education

**Dapra, Tara;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Davis, Gregory J;** Professor; Natural & Applied Sciences \*

**De Villers, Mary Jo;** Assistant Professor; Nursing \*

**Deetz, Kristy J;** Professor; Art And Design

**Dellise, Pamela A;** Assoc Lecturer; Education

**Delsart, Terry L;** Assoc Lecturer; Physical Education

**Demovsky, Jessica L;** Lecturer; Humanistic Studies

**Denis, Bonnie M;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Denslow, Kristin N;** Assoc Lecturer; Writing Center

**Depouw, Christin A;** Assistant Professor; Education

**Desch, Larry A;** Assoc Lecturer; Ed Spprt Srvc

**Detweiler, Sarah A;** Associate Professor; Art And Design

**Deuman, Annette Marie;** Assoc Lecturer; Education

**Devaney, Joseph S;** Assoc Lecturer; Public & Environ Affairs

**Doering, James A;** Associate Professor; Business Administration

**Dolan, Trevor J;** Assoc Lecturer; Ed Spprt Srvc

**Dornbush, Mathew E;** Associate Professor; Natural & Applied Sciences \*

**Draney, Michael L;** Professor; Natural & Applied Sciences \*

**Drewiske, Donald F;** Assoc Lecturer; Human Biology

**Ellner, Sharon;** Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Emmons, Carol A;** Professor; Art And Design

**Entwistle, Jeffrey P;** Professor; Theatre And Dance

**Esche-Eiff, Karen M;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Esposito, Daniel J;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Estevez Mews, Jorge M;** Assistant Professor; Natural & Applied Sciences \*

**Faulkner, Karen M;** Assoc Lecturer; Human Development

**Fencl, Heidi S;** Associate Professor; Natural & Applied Sciences \*

**Fermanich, Kevin J;** Professor; Natural & Applied Sciences \*

**Fernandez, Laleah H;** Instructor; Info & Computing Science

**Fernandez-Meardi, Hernan;** Assistant Professor; Humanistic Studies

**Finn, Kathleen C B;** Associate Professor; Human Development

**Flood, Amy L;** Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Forsythe, Patrick S;** Assistant Professor; Natural & Applied Sciences \*

**Froelich, Shauna M;** Assoc Lecturer; Info & Computing Science

**Frost, Susan M;** Assoc Lecturer; Humanistic Studies

**Gaines, Adam W;** Associate Professor; Music

**Gallagher-Lepak, Susan M;** Associate Professor; Nursing \*

**Ganyard, Clifton G;** Associate Professor; Humanistic Studies

**Garcia, Adolfo J;** Associate Professor; Info & Computing Science

**Gates, Alison A;** Associate Professor; Art And Design

**Geimer, Matthew S;** Assoc Lecturer; Business Administration

**Geimer, Robert H;** Assoc Lecturer; Business Administration

**Geisler, Benjamin Jay;** Lecturer; Info & Computing Science

**Gordon, Dianne L;** Senior Lecturer; Writing Center

**Gossen, Barbara A;** Lecturer; Art And Design

**Groessler, Joan M;** Lecturer; Social Work \*

**Grosso, Cheryl A;** Professor; Music

**Gruen, Andrea M;** Assoc Lecturer; Human Biology

**Gurung, Regan;** Professor; Human Development

**Guy, Mary E;** Lecturer; Natural & Applied Sciences



**Hall, Stefan T**; Associate Professor; Humanistic Studies

**Ham, Jennifer**; Professor; Humanistic Studies

**Hanchek, Ellen K**; Assoc Lecturer; Music

**Hanke, Craig J**; Associate Professor; Human Biology

**Hanna, Sarah E T**; Assoc Lecturer; Human Biology

**Hansen, Eric C**; Associate Professor; Music

**Harney, Pamela A**; Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Heath, Richard L**; Assoc Lecturer; Public & Environ Affairs

**Hein-Frank, Julie M**; Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Helpap, David J**; Assistant Professor; Public & Environ Affairs \*

**Hencheck, Michael**; Associate Professor; Human Biology

**Henze, Catherine A**; Associate Professor; Humanistic Studies

**Higgins, Doreen K**; Associate Professor; Social Work \*

**Himmelheber, Sarah Ann**; Assistant Professor; Social Work \*

**Hoefft, Lowell**; Assoc Lecturer; Humanistic Studies

**Holstead, Jenell L**; Assistant Professor; Human Development

**Holstead, Michael S**; Assoc Lecturer; Humanistic Studies

**Hovarter, Rebecca D**; Lecturer; Nursing

**Howe, Robert W**; Professor; Center For Biodiversity

**Hu, Tian-You**; Professor; Natural & Applied Sciences

**Huh, Yunsun**; Assistant Professor; Democracy And Justice Studies

**Hunt, Todd**; Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Hussin, Brent J**; Assoc Lecturer; Business Administration +

**Hutchison, Earl R**; Professor; Urban & Regional Studies

**Iglesias, Isabel**; Lecturer; Humanistic Studies

**Ingraham, R Michael**; Associate Professor; Theatre And Dance

**Ishqaidef, Ghadir**; Assistant Professor; Business Administration

**Islam, Tm Tonmoy**; Assistant Professor; Urban & Regional Studies

**Jahnke, Jacquelyn L**; Assoc Lecturer; Art And Design

**Jansen, John E**; Assoc Lecturer; Physical Education

**Jeffreys, Derek S**; Professor; Humanistic Studies

**Jeon, Woo**; Associate Professor; Natural & Applied Sciences

**Jick, Karen A**; Senior Lecturer; Social Work \*

**Jochimsen, Kate N**; Assoc Lecturer; Human Biology

**Johnson, Warren V**; Associate Professor; Human Biology

**Johnson, Kevin B**; Assoc Lecturer; Humanistic Studies

**Josephs, Timothy E**; Assoc Lecturer; Theatre And Dance

**Kain, Kevin M**; Lecturer; Humanistic Studies

**Kangayappan, Kumar**; Professor; Urban & Regional Studies

**Katers, John F**; Professor; Natural & Applied Sciences \*

**Kaufman, Timothy U**; Associate Professor; Education \*

**Kaye, Harvey J**; Professor; Democracy And Justice Studies

**Kellogg, Peter J**; Assoc Lecturer; Humanistic Studies +

**Kiehn, Mark T**; Associate Professor; Education \*

**Kim, Hye-Kyung**; Associate Professor; Humanistic Studies

**Kimball, Steven E**; Associate Professor; Education \*

**Kleba, Patricia A**; Assoc Lecturer; Nursing

**Knauf, Kenneth L**; Lecturer; Business Administration

**Knight, Michael B**; Assistant Professor; Business Administration \*

**Kong, Ka Youa**; Assoc Lecturer; Urban & Regional Studies

**Kostac, Dennis J**; Assoc Lecturer; Education

**Kotenberg, Benjamin T**; Assoc Lecturer; Credit Pgm-Hlth & Informatics

**Kotowski, Patrick D**; Assoc Lecturer; Business Administration

**Kraft, Michael E**; Assoc Lecturer; Credit Pgm-Hlth & Informatics + \*

**Krumpos, Donald**; Assoc Lecturer; Art And Design

**Kubsch, Sylvia M**; Associate Professor; Nursing \*

**Kulju, Lori A**; Assoc Lecturer; Nursing

**Lacey, Arthur P**; Senior Lecturer; Education

**Lambrecht, Jennie A**; Assoc Lecturer; Education

**Lanter, Jennifer A**; Associate Professor; Human Development

**Larson, Karla J**; Senior Lecturer; Writing Center

**Leary, John P**; Assistant Professor; First Nations Studies

**Lee, Min Kyu**; Assistant Professor; Art And Design

**Lepley, William H**; Associate Professor; Business Administration \*

**Levintova, Ekaterina M**; Associate Professor; Public & Environ Affairs

**Loebl, James F**; Assistant Professor; Business Administration

**Lor, Pao**; Associate Professor; Education \*

**Lorenz, Dennis N**; Associate Professor; Human Development

**Lotter-Vanpay, Kathleen A**; Assoc Lecturer; Education

**Lowery, James Vincent**; Assistant Professor; Humanistic Studies

**Lowery, Bridgett O**; Assoc Lecturer; Humanistic Studies

**Luczaj, John A**; Associate Professor; Natural & Applied Sciences \*

**Lyon, John M;** Associate Professor; Natural & Applied Sciences \*

**Mace, Abigail R;** Lecturer; Music

**Malloy, Kaoime E;** Associate Professor; Theatre And Dance

**Mariano, John E;** Associate Professor; Theatre And Dance

**Marker, James C;** Associate Professor; Human Biology \*

**Martin, Christopher P;** Associate Professor; Humanistic Studies

**Martin, Ryan C;** Associate Professor; Human Development

**Mather, John R;** Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Mccartney, Donald H;** Senior Lecturer; Business Administration \*

**Mcgregor, Larry L;** Lecturer; Business Administration

**Mcintire, Michael J;** Associate Professor; Natural & Applied Sciences

**Mcquade Dewhirst, Michelle;** Associate Professor; Music

**Meacham, Rebecca A;** Associate Professor; Humanistic Studies

**Meder, Randall A;** Associate Professor; Music

**Meinhardt, Daniel J;** Associate Professor; Human Biology \*

**Meredith, Sarah A;** Professor; Music

**Merkel, Brian J;** Associate Professor; Human Biology

**Meyer, Eva Nicole;** Professor; Humanistic Studies

**Meyer, Steven J;** Associate Professor; Natural & Applied Sciences \*

**Meyer, James M;** Senior Lecturer; Natural & Applied Sciences

**Michell, Kristine M;** Assoc Lecturer; Education

**Mokren, Jennifer J;** Associate Professor; Art And Design

**Morgan, Eric J;** Assistant Professor; Democracy And Justice Studies

**Muzatko, Steven R;** Associate Professor; Business Administration

**Nagy, Robert A;** Associate Professor; Business Administration \*

**Nelson, Amanda J;** Associate Professor; Human Biology

**Nelson, Leif A;** Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Nesslein, Thomas S;** Associate Professor; Urban & Regional Studies

**Niedzwiedz, William R;** Assoc Lecturer; Public & Environ Affairs +

**Nixon, Timothy F;** Assoc Lecturer; Public & Environ Affairs

**O'Brien, Hannah R;** Lecturer; Info & Computing Science

**Ortiz, Cristina M;** Associate Professor; Humanistic Studies

**Parrillo, Adam J;** Assistant Professor; Urban & Regional Studies \*

**Paulsen, Kent D;** Assoc Lecturer; Theatre And Dance

**Pearson, Debra A;** Associate Professor; Human Biology

**Phoenix, Laurel E;** Associate Professor; Public & Environ Affairs \*

**Pott, Uwe**; Associate Professor; Human Biology

**Poupart, Lisa M**; Associate Professor; Humanistic Studies

**Quam, Mark A**; Lecturer; Social Work

**Radosevich, Deirdre M**; Assistant Professor; Human Development

**Radosevich, David J**; Associate Professor; Business Administration \*

**Ranganathan, Sampathkumar**; Assistant Professor; Business Administration \*

**Reilly, Kimberley A**; Assistant Professor; Democracy And Justice Studies

**Reilly, Janet E**; Associate Professor; Nursing \*

**Riddle, Laura E**; Professor; Theatre And Dance

**Rinfret, Sara Rose**; Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Roberts, Susan R**; Assoc Lecturer; Info & Computing Science

**Ronsman, Jennifer Lynn**; Lecturer; Writing Center

**Rosewall, Ellen W**; Professor; Art And Design

**Rowell, Laura M**; Lecturer; Human Biology

**Rozeck, Norbert J**; Assoc Lecturer; Info & Computing Science

**Russ, Meir**; Professor; Business Administration \*

**Russell, Rachel**; Assistant Professor; Public & Environ Affairs

**Rybak, Charles A**; Associate Professor; Humanistic Studies

**Salerno, John G**; Associate Professor; Music

**Salerno, Christine A**; Assoc Lecturer; Music

**Sallmann, Jolanda M**; Associate Professor; Social Work \*

**Saxton-Ruiz, Gabriel T**; Assistant Professor; Humanistic Studies

**Scheberle, Denise L**; Assoc Lecturer; Outrch & Adult Access-Cr Outr +

**Schlotthauer, Brandon J**; Assoc Lecturer; Human Biology

**Schmidt, Benjamin R**; Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Schmitz, Sara A**; Lecturer; Human Biology

**Schwarzenbach, Jeanellyn**; Senior Lecturer; Info & Computing Science

**Selk, Ann E**; Senior Lecturer; Business Administration

**Senzaki Coughlin, Sawa**; Assistant Professor; Human Development

**Shelton, Jon K**; Assistant Professor; Democracy And Justice Studies

**Sherman, Courtney J**; Assistant Professor; Music

**Sherman, Heidi M**; Associate Professor; Humanistic Studies

**Shockley, Eric C**; Assoc Lecturer; Humanistic Studies

**Smith, Christine A**; Associate Professor; Human Development

**Smith, Peter W**; Associate Professor; Business Administration

**Smith, Jennifer A**; Assoc Lecturer; Human Development

**Sorbo, Addie M**; Senior Lecturer; Art And Design

**Staudinger, Alison K**; Assistant Professor; Democracy And Justice Studies

**Stehlik, Alison L**; Assistant Professor; Art And Design

**Steiner-Pascascio, Linda**; Assoc Lecturer; Human Development

**Sternard, Marsha J**; Assoc Lecturer; Nursing

**Stoll, John R**; Professor; Public & Environ Affairs \*

**Style, Christine L**; Professor; Art And Design

**Sutton, Brian W**; Associate Professor; Writing Center

**Tabers-Kwak, Linda L**; Associate Professor; Education \*

**Teclezion, Mussie M**; Assistant Professor; Business Administration

**Terry, Patricia A**; Professor; Natural & Applied Sciences \*

**Toebe, Tyler G**; Assoc Lecturer; Info & Computing Science

**Toonen, Linda M**; Senior Lecturer; Writing Center

**Trimberger, Gail E**; Assistant Professor; Social Work \*

**Tyczkowski, Brenda L**; Assistant Professor; Nursing \*

**Urcavich, Sherri L**; Senior Lecturer; Ed Spprt Srvc

**Van Egeren, Carol L**; Senior Lecturer; Writing Center

**Vanden Avond, Laura R**; Assoc Lecturer; Outrch & Adult Access-Adultdeg

**Vandenhouten, Christine L**; Assistant Professor; Nursing \*

**Vandenplas, Bruce D**; Assoc Lecturer; Human Biology

**Vescio, Bryan D**; Associate Professor; Humanistic Studies

**Vespia, Kristin M**; Associate Professor; Human Development

**Villanueva, Nydia D**; Senior Lecturer; Natural & Applied Sciences

**Voelker, David J**; Associate Professor; Humanistic Studies

**Vondras, Dean D**; Professor; Human Development

**Vondras, Mary E**; Assoc Lecturer; Humanistic Studies

**Vopal, Cynthia L**; Assoc Lecturer; Business Administration

**Wagner, Tricia J**; Assoc Lecturer; Education

**Warner, Lora H**; Assistant Professor; Public & Environ Affairs

**Watson Iii, Samuel E**; Assoc Lecturer; Art And Design

**Weaver, Daniel W**; Assoc Lecturer; Music

**Weibel, Karla J**; Adjunct Instructor; Outrch & Adult Access-Cr Outr

**Weinschenk, Aaron C**; Assistant Professor; Public & Environ Affairs

**Wheat, Elizabeth E**; Assistant Professor; Public & Environ Affairs \*

**White, Jill S**; Assistant Professor; Human Development

**Wijerathna, Sanath R**; Assoc Lecturer; Human Biology

**Wildenberg, Jeremy J;** Assoc Lecturer; Humanistic Studies

**Wilson-Doenges, Georjeanna J;** Associate Professor; Human Development

**Winters, Johanna R;** Assoc Lecturer; Art And Design

**Wolf, Amy T;** Associate Professor; Natural & Applied Sciences \*

**Wundergem, Julie M;** Associate Professor; Natural & Applied Sciences

**Woolpy, Tara L;** Assoc Lecturer; Outreach & Adult Access-Adultdeg

**Yang, Sheng;** Assoc Lecturer; Humanistic Studies

**Zhu, Le;** Assistant Professor; Human Biology

**Zimmel, Joeleen M;** Assoc Lecturer; Physical Education

**Zorn, Michael E;** Associate Professor; Natural & Applied Sciences \*

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